Manitoba

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For the period ending December 31, 1984

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Éducation Manitoba

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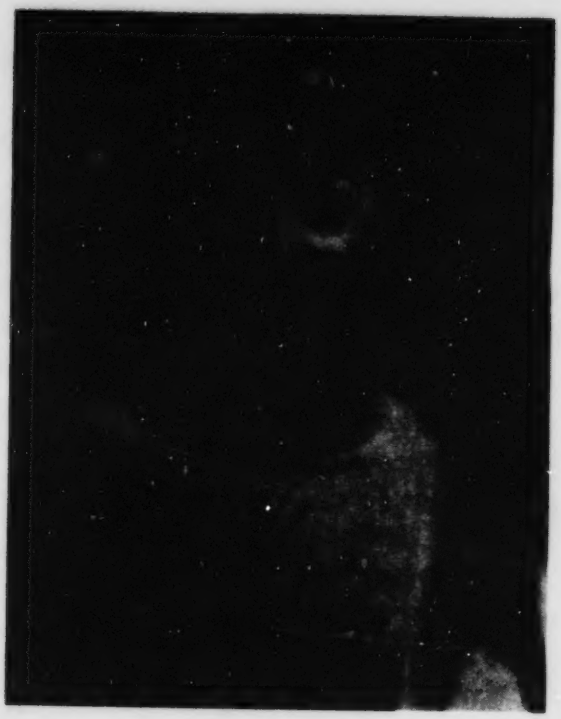

TO:

The Honourable Pearl McGonigal
Lieutenant-Governor of Manitoba

Madam:

It is my privilege to present, for the information of Your Honour and the Legislative Assembly, the Annual Report of the Ministry of Education, for the fiscal year beginning January 1, 1984 and ending December 31, 1984.

Respectfully Submitted,

Maureen Hemphill
Minister of Education

À:

L'Honorable Pearl McGonigal
Lieutenant-gouverneur du Manitoba

Madame,

C'est un privilège pour moi de présenter, pour votre information et pour celle de l'Assemblée législative, le rapport annuel du Ministère de l'Éducation, pour l'année fiscale commençant le 1er janvier 1984 et se terminant le 31 décembre 1984.

Veuillez agréer, Madame, l'expression de ma considération distinguée.

Le Ministre de l'Éducation
Maureen Hemphill

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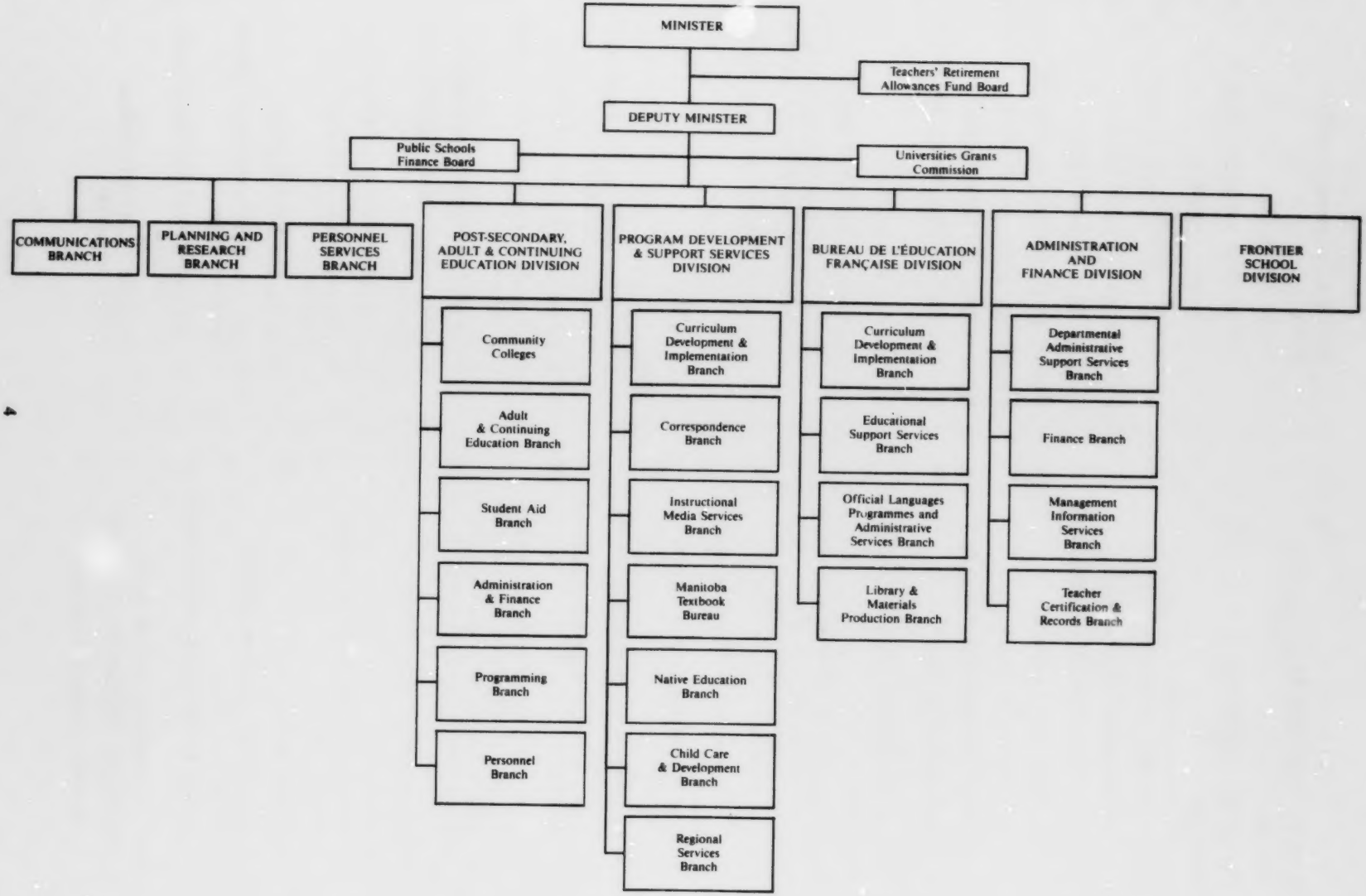

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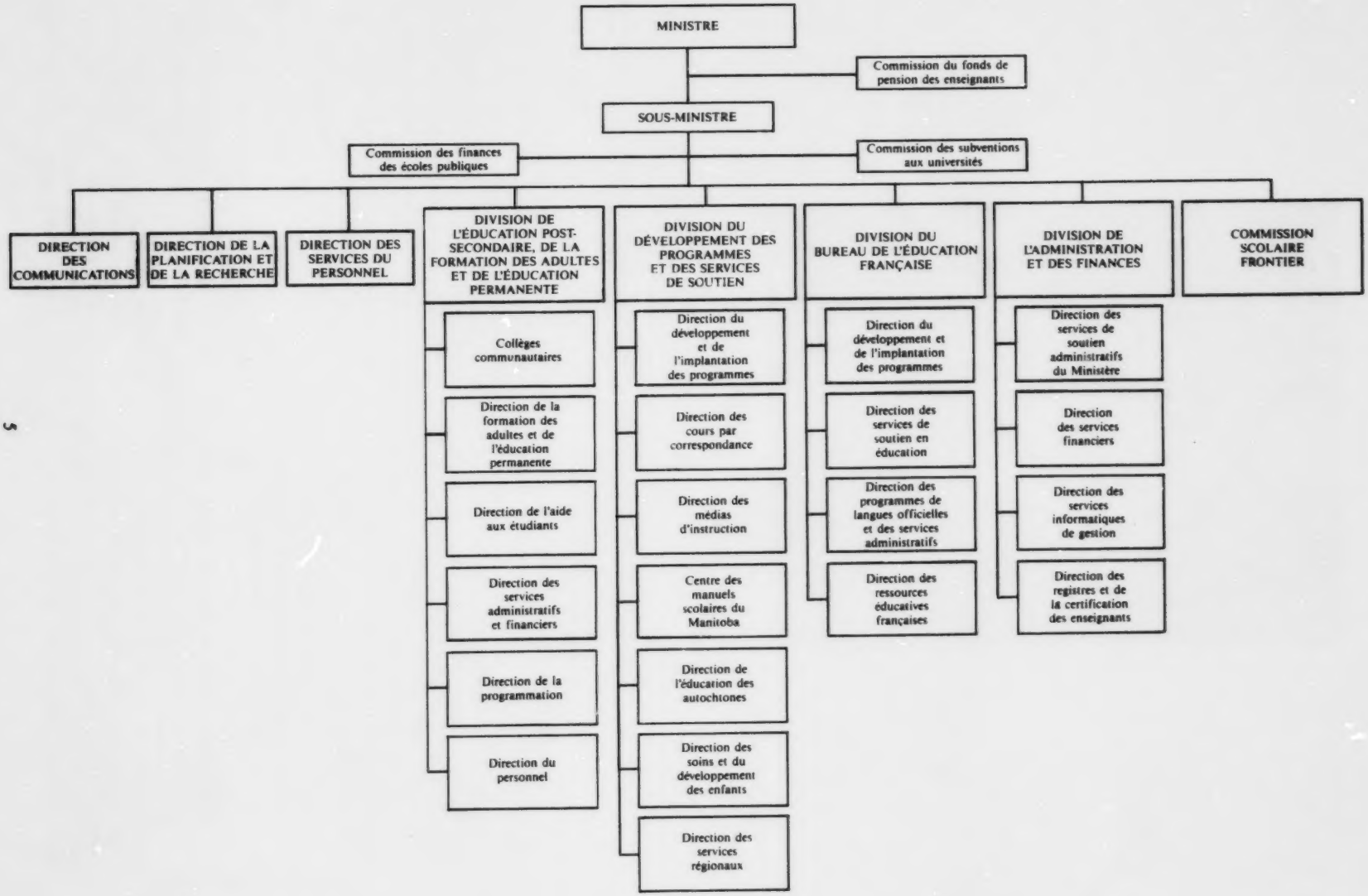
MINISTRE
Commission du fonds de pension des enseignants
SOUS-MINISTRE
Commission des finances des écoles publiques
Commission des subventions aux universités
DIRECTION DES COMMUNICATIONS
DIRECTION DE LA PLANIFICATION ET DE LA RECHERCHE
DIRECTION DES SERVICES DU PERSONNEL
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COMMISSION SCOLAIRE FRONTIER

Report of the Deputy Minister

The Education system has moved this year to address a number of challenges. A great deal of discussion has taken place around the recommendations of the Education Finance Review. A major set of initiatives in post-secondary education, adult education and distance education were begun. More emphasis has been placed on program areas such as native education, curriculum implementation, and multicultural and heritage languages. Interest in French-language programs continues. In all these areas, and in the many others described in the pages of this report, significant progress has been made.

For such efforts to succeed, it is critically important that the staff of Manitoba Education be dedicated and competent. Fortunately, I believe our department has some of the best people to be found in any organization in Canada. I want to stress my great appreciation to my colleagues for their hard work, their imagination and creativity, and for their willingness to do the extra things which contribute to excellence. By virtue of busy schedules and tremendous demands upon

Rapport du Sous-ministre

Le système éducatif a entrepris cette année de relever plusieurs défis. Les recommandations qui ont découlé de l'étude sur les finances du secteur de l'éducation ont suscité beaucoup de discussions. Dans les domaines de l'éducation postsecondaire, de l'éducation des adultes et de l'enseignement à distance, nous avons pris une série d'initiatives d'envergure. D'autres programmes, tels l'éducation des autochtones, l'implantation des programmes, le multiculturalisme et les langues d'origine ont été développés davantage. L'attrait des programmes en langue française persiste. Dans tous ces domaines, ainsi que dans les autres dont le présent rapport fait état, de grands progrès ont été réalisés.

Pour que de tels efforts soient couronnés de succès, il est primordial que le personnel d'Éducation Manitoba soit dévoué et compétent. Et je crois que nous avons la chance de compter parmi notre personnel des gens dont les qualités sont sans égales au Canada. Je tiens à exprimer ma grande reconnaissance envers mes collègues pour leur travail diligent, leur imagination, leur créati-

our time, those efforts are not always recognized, as often as they might be; but they are an essential element if the department is to be as effective as it is.

I am also very grateful for the tremendous cooperation which exists in Manitoba between all those involved in education — teachers, principals, superintendents, secretary-treasurers, trustees, post-secondary institution personnel, parent groups, and the department. We sometimes take for granted the close cooperation and excellent working relationships which exist in Manitoba. I am confident that this excellent cooperation will continue to develop.

vité et leur bonne volonté à faire le surcroît d'effort qui contribue à l'excellence. Nos horaires chargés et les exigences constantes qui alourdissent notre emploi du temps font que si ces efforts ne sont pas toujours reconnus comme ils le méritent, ils n'en constituent pas moins un ingrédient indispensable au bon fonctionnement de notre ministère.

Je suis également très reconnaissant du profond esprit de coopération qui existe au Manitoba parmi les divers participants au processus éducatif: les enseignants, les directeurs, les directeurs généraux, les secrétaires-trésoriers, les commissaires, le personnel des institutions post-secondaires, les associations de parents, et le ministère. L'étroite collaboration et les excellents rapports de travail qui règnent au Manitoba passent parfois inaperçus; toutefois, j'ai confiance que cette coopération ne cessera de croître.

Program Development and Support Services Division

This division consists of seven branches, Curriculum Development and Implementation, Native Education, Instructional Media Services, Correspondence, Child Care and Development, Regional Services and The Manitoba Textbook Bureau. Each of these branches is reported on separately in the following pages.

Curriculum Development and Implementation Branch

Objectives

1. The identification of goals and objectives for the overall K-12 curriculum.
2. The identification and provision of curriculum guidelines and supports for a basic core curriculum.
3. The development and provision of additional curriculum guides and support materials for schools.
4. The provision of programs that will foster multicultural education in the community and the schools.
5. The identification of relevant applications of computer technology in the school system.
6. The continuous review of provincial programs and articulation throughout the education system, public school, and post-secondary.
7. The provision of in-service training, teacher workshops, classroom demonstrations, and assistance in the implementation of new or revised curriculum guidelines.
8. The provision of opportunities to liaise with special area groups, faculties of education and the various educational associations and organizations.
9. The provision of systematic information on student achievement in selected curricular areas to professional educators, government and general public by means of an ongoing assessment program.
10. The provision of assistance to schools and school divisions in the development and delivery of local in-service programs — through consultation, and on-site intensive programming.
11. The coordination of the ongoing development, delivery, and monitoring of vocational and practical arts programs and services through the provision of consultative and support services to school divisions/districts, the Department of Education and other government departments in matters relating to the planning, delivery system, establishment, operation, funding, and evaluation of practical arts, vocational, and work education programs.

Organization

Teams of consultants work together in each subject area in the development and implementation of curricula.

Two advisory bodies are involved in the cyclical process of development, implementation, assessment and review of curricula. One is the Curriculum Policy Review Council and the other is the Joint Committee on Evaluation.

A representative committee structure composed of the Curriculum Policy Review Council and three program review committees (the early years, the middle years and the senior high years) reviews and makes recommendations on program development and implementation.

The Joint Committee on Evaluation reviews and makes recommendations on assessment.

The major provincial organizations in education (the Manitoba Teachers' Society, the Manitoba Association of School Trustees, the Manitoba Association of School Superintendents) along with members of the post-secondary institutions, the Department of Education, and the larger community are represented on Council and its supporting committees and on the Joint Committee on Evaluation. Department of Education personnel provide the necessary assistance and liaison for the operation of the Council and the Joint Committee which meet regularly throughout the year.

Activities

The Curriculum Policy Review Council and committees were involved in a variety of activities related to the school curriculum and its implementation. A number of details are reported under the individual subject headings that follow. Some of the more general highlights are listed below. The Council:

- organized and coordinated a conference on curriculum implementation in conjunction with

the major educational organizations, with planning and financial support from the Department of Education;

- held a joint workshop with the Program Review Committees and discussed priorities, the role of the Program Review Structure, consideration and study of integration and Language Across the Curriculum, multiculturalism, communications, and the multigraded classroom;
- endorsed the completed Middle Years Sourcebook, recommended a wide distribution, implementation strategies and effective public relations;
- recommended that the Manitoba Textbook Bureau Catalogue be categorized by early years (K-4) and middle years (5-8);
- recommended, together with the Faculties of Education, that the responsibilities of the Faculties in the curriculum implementation process be listed and incorporated into the Administrative Handbook;
- gave consideration to topics such as curriculum implementation methods and strategies, integration, and multigraded classrooms on an ongoing basis with a view to recommendations for decision making and resolution;
- reviewed drafts for revision to the Early Years Sourcebook, ***A Time for Learning, A Time for Joy*** which was in the final stage of completion. pletion.

The Joint Committee on Evaluation continued to meet on an ongoing basis throughout the year. Assessment consultants in conjunction with the Joint Committee reviewed the present assessment pattern and made recommendations on the ongoing monitoring of student achievement in Manitoba.

English Language Arts

The grade 12 section of the Interim Senior Years English Language Arts curriculum guide was distributed in September. This package contained guidelines for English 301, 300 "core" as well as guidelines for two of the proposed four English 300 electives — English: Literary, and English: Transactional. Guidelines for the remaining two English 300 electives — English: Drama, and English: Journalism — have been written and piloting is projected for the spring semester of 1985.

The work of the Materials Selection Committee was reflected by an extensive revision to the approved and recommended textbook listings in the spring of 1984. Additional materials were reviewed in the fall of 1984 which will result in further revisions to the textbook listings in the spring of 1985.

The implementation of the English Language Arts curriculum continued to be a priority in 1984. More than 100 workshops were conducted by curriculum consultants throughout the province, and some 150 packages of materials were sent out in response to specific teacher's requests as follow-up to these workshops. Principals, teachers, and parents were involved in sessions which focused on language development, methodology and instructional materials.

The English Language Arts curriculum consultants continued to work very closely with the professional organizations, divisional consultants, faculties of education, and other branches of the department with the result that many divisions have developed implementation plans and numerous special projects were initiated or continued in 1984.

Mathematics

The interim guide for Mathematics 204, 201, 200 continued in use through the 1984-85 school year. Based on feedback from teachers, this guide will be revised to final form in 1985. This final version of the guide will be distributed to all schools in the 1985-86 school year.

The interim guide for Mathematics 304, 301, 300 was completed, edited, and distributed to all schools in the fall of 1984. It will remain in use for three years.

Orientation-implementation in-services for these new grade 12 programs were held in May 1984 at seven centres in Manitoba.

A set of ***Exercises to Accompany Mathematics 301*** was completed, edited, printed and distributed to all schools in April 1984. Additional copies are available at the Manitoba Textbook Bureau.

Draft copies of a revised ***Topics in Mathematics 305*** and a new ***Introduction to Calculus 305*** were prepared and are being piloted in several schools during the 1984-85 school year. Each of these are one-half credit programs and are optional after Mathematics 300.

The ***Reading in Mathematics*** kit, a videotape and workbook for grades 10-12, was developed and is available from the Manitoba Education Library.

Schools were provided with a copy of the K-2 and 3-6 ***Problem-Solving Handbook***, and a ***Calculator Handbook***, which were developed by teacher

committees. The 7-9 ***Problem Solving Handbook*** was developed last year.

Eight hundred teachers participated in the twenty regional in-services which were held to introduce representative teachers to the philosophy, strategies and practical applications for teaching problem solving to students.

Three committees of teachers were established. In-servicing Resource Teachers in the Elementary Schools, In-servicing Grades 7 to 10 Mathematics Teachers in Applied Problem Solving, and In-servicing Junior High and High School Teachers and School Counsellors on Women in Mathematics.

Science

Chemistry 200-300 and Physics 200-300 interim guides, including support materials, strategies, and activities were completed during the year. The Physical Science 201-301 pilot guides were completed. Physical Science 201 was piloted. Biology 200-300 and 201-301 interim guides were also completed as was the piloting.

The main emphasis in the science professional development program for 1984 was the implementation of the Chemistry 200-300 program. Throughout 1984, regional and divisional in-services were conducted to assist in the implementation of the topics on technology and societal issues of the new Chemistry program. A Chemistry symposium was organized for Chemistry teachers at the University of Manitoba. The in-service programs were designed to assist teachers in implementing the optional topics in Chemistry related to technology and society.

At the senior high level, workshops were conducted for Biology teachers to emphasize aspects of the Biology program dealing with biological techniques, and for Physics teachers dealing with topics from nuclear physics to the utilization of the oscilloscope in the classroom.

At the junior high level, in-services were conducted in areas where teachers required more background information on the following topics: astronomy, physics, reading and language development, scientific inquiry and chemistry. Special workshops in earth science were organized for teachers in Winnipeg and Brandon regions. The workshop deals with scientific experiments carefully selected and used to arouse, motivate and reinforce many science concepts. For the first time, three-day earth science workshops were organized for the Brandon region, as well as the Winnipeg region.

At the elementary level, workshops were designed on various topics in science such as: energy, computers, integrating art and science, and forestry conservation.

Seminars were organized both in Winnipeg and Brandon to promote and emphasize opportunities for high school girls in scientific and technical careers.

Science in-services were conducted by elementary, junior high and senior high teachers who were trained as science resource teachers or were members of the curriculum committees. The majority of the science resource teachers are listed in a science resource directory and can be contacted by the professional development chairpersons in various school districts.

Computer Education

The Educational Technology Program (E.T.P.) was established in March 1984 as a joint venture between the Manitoba Government and private industry. This program draws upon the resources of both the Department of Education and the Department of Industry, Trade and Technology. The E.T.P. was developed to provide Manitoba schools with leadership and support in adapting the latest computer technology to educational needs. A Distributed Network involving the networking of microcomputers through Manitoba Telephone System communications facilities was begun in October. The Distributed Network consists of two major components — instructional and administrative. Additional support from the E.T.P. involved increased consultative services and master hardware purchase agreements between the province and the following manufacturers — Apple, Burroughs/Cemcorp, IBM, Sperry and Tandy.

Applications courseware suitable for use in various computer awareness programs was developed over the summer of 1984 using experienced teachers and STEP students. These materials were made available to interested teachers in October 1984.

In addition, numerous courses and workshops relating to educational computing were conducted for interested teachers throughout the year.

A series of five day-long regional implementation in-service sessions was conducted by selected pilot teachers and committee members in May 1984 for approximately 150 teachers of Computer Awareness 105 and Computer Science 205.

Interim curriculum documents for K-3, 4-6, 7-9 Computer Awareness were completed and distributed to schools by November 1984 following pilot programs conducted during the 1983-84 school year in each of K-3, 4-6 and 7-9.

The Computer Science 305 Interim guide was completed in August following the 1983-84 pilot program and was distributed to schools in October 1984.

Three committees reported to the Assistant Deputy Ministers of Program Development and Support Services and Bureau de l'Education française concerning the topics of courseware, hardware and professional development relating to educational computing. Reports containing detailed recommendations were presented to the Department by both the Courseware and Professional Development committees.

Social Studies

The grade 10 and 11 Social Studies pilot guides were developed into interim guides and forwarded to the schools. The development of textbooks, congruent with the guides continued and the initial drafts of both books were completed. The process of implementing these two programs began during the year.

The grade 12 World Issues pilot guide was completed and the process of piloting was initiated in September 1984.

The process of developing the K-12 Interim Guide (Overview) into a final guide was begun.

The process of implementing the K-9 Social Studies program continued with in-services in a number of schools.

In addition to regular ongoing orientation sessions, a Provincial Social Studies Resource team composed of classroom teachers was established. This team worked with school divisions and their work with the divisions was coordinated by the department.

Direct involvement with students continued with the coordination of a national exchange program for high school — the Interchange on Canadian Studies. Contact continued as well with the Terry Fox Canadian Youth Centre and the Terry Fox Humanitarian Award program.

The Echange/Manitoba Exchange program for grades 5 and 6, developed in cooperation with the Bureau de l'Education française, completed its second year in operation and was enthusiastically endorsed by the participants.

Vocational Industrial and Practical Arts Programs

a) Industrial Arts

Rural, regional and urban divisional workshops were held to introduce teachers and administrators to the revised curriculum guides and to discuss implementation/evaluation strategies. About three hundred teacher and school visitations were made. The sessions and visitations were related to the implementation process and dealt with concerns such as safety measures, additions/renovations, budgets, course outlines, program reviews, equipment and supplies, shop-lab layouts, references and visuals.

The curriculum development process for senior high school Industrial Arts was established. A steering committee meeting, writer's workshop, and the first round of a series of ad-hoc meetings between the writers and respective subject area teachers were held. The major portion of the writing assignments with the editing and final drafts are scheduled for release in the fall of 1986. Areas under review include: Drafting, Electricity-Electronics, Graphics, Metalwork, Woodwork, and Power (Auto) Mechanics.

b) Vocational Industrial

The ten- to twelve-credit provincial programs in Welding 103, 203, 303; Power Mechanics 103, 203, 303; and Food Services 103, 203, 303 were completed and prepared for publication. Final reviews were conducted for Building Construction 103, 203, 303; and for Machine Shop 103, 203, 303. The review of Electricity 103, 203, 303 and Electronics 103, 203, 303 was started.

The guide ***Work Education*** was edited and published.

Liaison with the Workers Compensation Board regarding program registration and accident claims was maintained.

Three new Cooperative Vocational Education programs, in the Assiniboine South, Seine River, and Flin Flon School Divisions, were developed and started up.

All Cooperative Vocational Education programs were moved from Manitoba Education jurisdiction to divisional jurisdiction. A committee of divisional representatives monitors the development of C.V.E. policy and programming.

An Advisory Committee on the feasibility of C.V.E. programs in the health and care fields was established.

Workshops were held for teachers in the vocational areas of Autobody Repair, Carpentry, Cosmetology, Commercial Art and Drafting.

Meetings between teachers at the Red River Community College and vocational high school teachers regarding the relationship of high school and post-secondary vocational programs in the same vocational area were held throughout the year and are scheduled to continue during 1985.

The administrators of vocational programs (principals of schools, superintendents) had a one-day meeting to discuss mutual concerns and to explore new approaches and methods in vocational education.

Discussions were held with school divisions to develop appropriate vocational programs. The role of vocational education as a preparation to high technologies, to the world of work and to post secondary study was examined.

c) Business Education

There was an emphasis upon implementation of recently revised programs. A series of regional workshops was held across the province to assist teachers with the implementation of data processing and word processing as integral components of business education. Many schools received support in the establishment of Data Processing 202 and 302.

A new curriculum guide for Exploration of Business (Grade 9) was distributed in August and a series of orientation and implementation workshops was held in the fall of 1984.

d) Home Economics

Home Economics continued to focus on the development and implementation of the program in Manitoba schools and the support and professional development of those involved with the program. The revised curriculum document for Home Economics 7-9 which became the approved guide effective September 1983 continued to be implemented in 1984. The Joint Exploration Program 1984 (a supplement to home economics/industrial arts 7) was distributed. It provides students with a wide range of experiences in home economics and industrial arts. A provincially representative steering committee for the revision of the Home Economics 10-12 documents has been meeting since January 1984. A target date for piloting the new curriculum is September 1985.

Home Economics has provided support to the development and implementation of the Health Education curriculum.

A major effort was directed toward meeting the needs of home economics teachers through provincial, regional and divisional workshops. The provincial in-service, co-sponsored with the Manitoba Teachers' Society featured the theme, "Women — Managing, Coping and Progressing." Regional in-services were held in Flin Flon, Dauphin, Brandon and Winnipeg. Home economics teachers requested in-service topics of health education, human development, clothing and textiles, resources and curriculum sharing. During 1984, 47 in-service sessions were given in home economics and health education.

Additional information on home economics with English as a second language, certification for vocational programs, assistance with technology, increased emphasis on child development and parenting, concern regarding the transfer of home economics content into other subject curricula, are areas in which home economics teachers are requesting support.

Special Education

With respect to the revision of the Occupational Entrance 04 program, the following steps were taken:

- revised Science and Language Arts programs at grade 10, 11 and 12 were piloted;
- the Social Studies program at the junior high school level was rewritten and piloting began in September;
- the writing of the Senior High Social Studies program began in September;
- with the exception of the Social Studies program, the process of transition from pilot to interim stage of the whole O.E.C./04 program commenced in September and was expected to be completed by December 1985.

Discussions took place with respect to:

- priorities and strategies for the implementation of the O.E.C./04 program;
- vocational education options for 04 students;
- the status of the Developmental Education program;
- the updating of the program "Education for Independence."

Health Education

Development of the K-9 Teaching Aids for the units Social-Emotional Well-Being, Physical Well-Being and Nutrition continued.

A Resource Listing for the six basic units of the curriculum was reviewed and near completion by December.

Revision of critical lessons and themes for Family Life Education grades 4-9 continued following a successful pilot in 20 classrooms by 15 teachers.

A Health Education orientation workshop was held. Fifty teachers were trained to deliver a three-hour workshop on the K-9 Health Education curriculum. Health professionals from all

health regions in Manitoba were selected and trained. Information sessions took place with school division administrators. In-depth Health Education workshops were devoted to dental health and social emotional well-being.

Physical Education

Twenty-six regional workshops were held at 16 different centres during the past year. Workshop topics receiving greater attention included Safety in the Play Space, Screening Methods, Care of Physical Education and Athletic Related Injuries, Cardiopulmonary Resuscitation (C.P.R.), Playground Activities, and Aerobics/Dance. All workshops were cooperatively developed in conjunction with the local educational authority and/or related educational agencies, i.e., Manitoba Association of School Trustees, Manitoba Physical Education Supervisors' Association, Manitoba Physical Education Teachers' Association, et al.

In addition, workshops were conducted in Daily Physical Education, Fitness, Lifestyle Concepts, Curriculum, Creative Playground and Site Development, Evaluation, and Program. Small Schools Workshop topics; vis-a-vis, Physical Education and Outdoor Education; were facilitated by the Physical Education Consultant.

The annual Physical Education Workshop was held in February at the Frank Kennedy Centre, University of Manitoba. A full-day workshop on "Creating a Learning Environment in Physical Education" was conducted by Dr. Dorothy Strachan of Ottawa. Robin Wilson, Assistant Director of Fitness Canada, addressed delegates on the implications of the 1983 National Fitness Survey. Special Needs and Individual Differences highlighted the remainder of the conference.

Senior Years (10-12) meetings were held in Brandon, Steinbach, Winnipeg, Stonewall, Bruxelles and Dauphin, to discuss existing high school physical education programs and their effectiveness. An ad hoc committee was set up to determine future directions in physical education, alternative methods of programming, and necessary supports.

Manitoba schools were intensely involved in National Physical Activity Week, held in May. The concept, "GET UP AND GO", endorsed by the Honourable Maureen Hemphill, Minister of Education, and promoted by the Canadian Association for Health, Physical Education and Recreation and the Canadian Intramural Recreation Association, precipitated increased participation in physical activity throughout the educational system. Participating schools received suitable certificates for framing.

The Manitoba Outdoor Education Association, with assistance from departmental physical education staff, released the "Manitoba Outdoor Education Survey (1983)." The survey provided direction for program, professional development and funding.

Art Education

Work continued on the development of the Senior High Art curriculum, which will be completed in 1985.

There were many requests from schools and divisions for assistance in the implementation of the K-9 Art curriculum.

Five two-day regional workshops were held for teachers and divisional teams. Orientation sessions were held with administrative teams in several divisions.

Music Education

Implementation of the revised high school music program was a priority during this year. A provincial workshop for choral teachers was held at St. Benedict's during June and band teachers met in Winnipeg and Brandon for regional workshops.

The thrust of the new programs retains a strong emphasis on performance but stresses renewed attention to the historical and theoretical contexts of the music that is played and sung.

Elementary workshops were provided on request at Turtle River School Division, South East Tribal Council, Garden Valley School Division and Rolling River School Division

Heritage Languages

The Department of Education continued to support the teachings of heritage/second languages as in previous years. In addition, a special grant was paid to those schools which taught second languages as part of their regular program. A "Symposium on Heritage Languages" was held in September.

a) German

Work continued in the implementation of the new elementary curriculum. Regional in-service training sessions were held.

Ten teachers attended a language seminar in Munich for two weeks.

English-German Bilingual

The English-German Bilingual program is taught in K-4 with a total enrolment of 403 students by 13 teachers.

The curriculum development for German Language Arts and Social Studies is proceeding on time, keeping pace with the overall progress of the program. This year again, a STEP student was hired to produce supplementary materials for the bilingual program. Three in-service training sessions were held for the teachers.

Junior High German

The piloting of new materials for Junior High German is completed and the new revised curriculum is being submitted for approval. Two new programs, "Vorwärts" and "Deutsch für junge Leute" have been recommended for approval plus the continuation of "Komm bitte!" Kurs 3 + 4 in those schools where "Komm bitte!" was not completed.

Senior High German

The Senior High German Committee completed the piloting of "Vorwärts" and "Grundkurs Deutsch" and "Aufbaukurs Deutsch" and these have been recommended for approval. Both committees, Junior and Senior High, are now monitoring the implementation of the new program.

More than 1,200 junior and senior high students participated in the 10th German Language Contest. The prizes consisted of books, donated by the Goethe Institute and two scholarships for the Concordia Language Camp donated by various businesses of Manitoba. Four scholarships for language seminars in Germany were donated by the German Chapter of the M.M.L.A. and the Government of the Federal Republic of Germany. Two eight-week scholarships for a seminar in Isarlohn were donated by the Goethe Institute.

Senior High students again participated in student exchanges for the sixth time with great success. The preparation of the exchange for 1985-86 is in progress.

German in the Hutterite Schools

A special in-service for beginning teachers in the Hutterian schools was held in October at Suncrest Hutterian Colony.

A two-day training session was held at James Valley Hutterian Colony for all teachers of German in Hutterian colonies. This in-service session was attended by a large group of teachers from South Dakota, U.S.A. This is a combined project of Manitoba Education, the Department of Secretary of State, and the Hutterian Educational Committee.

At the end of the year, the contract between Mr. Claus Hartwig and Manitoba Education expired. Mr. Hartwig has been with Manitoba Education for seven years. During this time, he piloted a number of German programs in our schools, assisted in teacher training in the classroom and in-service training sessions. He has been helpful in curriculum development and implementation. He was also instrumental in setting up sessions in Germany for our teachers. He will be replaced by Mr. Harold H. Ohlendorf, who will start his two-year term on February 1, 1985.

b) Ukrainian

The Ukrainian language is taught in 16 school divisions in Manitoba.

It is taught as a subject from grades 1-12 to 1,500 students in 52 schools and used as a language of instruction in bilingual classes from K-6 with approximately 825 students in 10 schools.

Four Social Studies units are being piloted in grade 6. Units for teaching Physical Education in primary grades, a kindergarten sourcebook, and curricular materials for grade 7 Social Studies, Home Economics and Ukrainian Language Arts are being prepared. Level Two of MOVA I ROZMOVA is being piloted in grades 8 and 9.

Four curriculum committees are currently active. The elementary basic Ukrainian curriculum and the junior high curriculum are being revised. The Bilingual Kindergarten Committee is still working on the resource book and the Bilingual Curriculum Committee is reviewing instructional materials which have been piloted since the beginning of the bilingual program in 1979.

c) Hebrew

Hebrew is taught as a language of study in a number of private schools and at junior and senior high levels in public schools. A Curriculum Committee is working on a curriculum outline for K-12.

Hebrew as a language of instruction is used in the public schools on a bilingual basis from Kindergarten to grade 3 with a total enrolment of 129 students taught by seven teachers. These teachers have had an opportunity to attend a number of training sessions conducted by a consultant hired on a part-time basis by the Department of Education.

This year again, a STEP student worked on the development of supplementary materials for the pilot program.

d) Icelandic

Icelandic is being taught in one elementary school in grades 1-6.

e) Irish

Irish (Gaelic) is being taught in evening classes only; however, there is a good possibility that it will become another second language taught in our schools.

f) Polish

A Polish Curriculum Committee is working on the development of a curriculum outline for Polish K-12. Polish as a heritage language is being piloted in one school. A STEP student was hired to develop supplementary materials for the teaching of Polish.

g) Yiddish

Yiddish is taught in a Hebrew private school.

h) Italian

Italian is being taught in Winnipeg School Division No. 1 from grades 1 to 6 at John M. King and in grades 10 to 12 at Daniel McIntyre Collegiate.

Italian teachers also participated at a special in-service at the end of September 1984.

i) Latin

Latin is being taught in several private schools and in one public school at the junior high level.

j) Spanish

Spanish is being taught in one junior high school in Winnipeg School Division No. 1 and in one senior high school in Dauphin.

k) Portuguese

The Portuguese program expanded to two new schools in Winnipeg School Division No. 1 for a total of nine schools (five elementary, two junior high and two senior high).

Portuguese teachers attended in-services as well as teacher training courses offered off-campus in cooperation with the Faculty of Education, University of Manitoba.

During the summer months, a STEP student prepared audio-visual kits as well as other supplementary materials for all levels.

The curriculum committee worked on refining the curriculum outline and updating textual materials.

l) Pilipino

The Pilipino program expanded into junior high this year. Canadian-based materials were produced for the junior high students. The committee also continued its search to identify and locate commercially prepared materials, especially for the upcoming expansion into senior high.

The teachers of Pilipino also completed a one half-credit course on the methodology of teaching of the Pilipino language offered by Manitoba Education and the Faculty of Education, University of Manitoba.

During the summer, a STEP student developed audio tapes to accompany reading selections, as well as a variety of student activity booklets.

m) Chinese

A Chinese (Mandarin) program was offered for the first time in the fall of 1984 in two elementary schools in Winnipeg School Division No. 1. A draft curriculum was prepared by two contract writers during the summer. A curriculum committee has been established to work on the development of a curriculum outline for Chinese (Mandarin) K-12.

English as a Second Language (ESL)

Handbook for Secondary Students with Limited Proficiency in English was completed and distributed to all schools with grades 7-12. The national conference (TESL Canada) was held in Winnipeg for the first time and departmental staff were involved in coordination and organization. The Native ESL programs funded under "Immigrant Student Support" were reviewed and monitored.

Guides were developed for ESL 105 and ESL 205 credit courses. In-service sessions were held for schools and community groups.

A material identification process was established to select material for use in LPE transition science courses and regular science programs. These courses and programs contain students who are unable to cope with textbooks because of limited skills in English.

Multicultural Education

Multicultural Week 1984 was celebrated throughout all Manitoba schools for the first time in March. Many events and projects were sponsored by individual groups or schools. A resource list of activities, programs and projects was compiled and provided to all schools as was a poster celebrating Manitoba's cultural mosaic. A poster contest was sponsored by the Manitoba Intercultural Council; and an essay contest was sponsored by Curriculum Development and Implementation Branch.

A public conference on multicultural education issues was sponsored by the department. The conference, held in May, brought representatives together from ethnocultural organizations, school boards, Manitoba Teachers' Society, MFIS, CPRC, MAST, MASS, and other interest groups.

It provided a vehicle for dialogue to occur between participants and for information to be provided.

Negotiations were initiated by the Department with the Department of Culture, Heritage and Recreation and the Secretary of State for the joint sponsorship of the development of a series of multicultural anthologies aimed for use in the English Language Arts curriculum. An ad hoc committee was formed in September to supervise the project. The committee includes representatives from the ethnocultural community, writers' groups, publishers and other interest groups. The anthologies will be published by the end of 1985.

Commencing in September of 1984, emphasis was placed on providing teacher in-services on multicultural issues and programs. In-services in conjunction with MTS for professional development leaders were provided in the fall of 1984. Divisional and regional in-services and seminars are planned for the spring of 1985.

Materials Selection Process

The process of identification, piloting and approval of materials is now complete for grades 10 and 11 Social Studies, Language Arts, Physical Science, Computer Science, grades 11 and 12 Biology and Mathematics, K-9 Science and Mathematics. An ongoing review of recently published materials for K-9 Social Studies, K-9 Language Arts, grade 12 Language Arts, Home Economics 10-12 and Industrial Arts is in process.

Women's Studies/Bias and Prejudice

A number of activities were initiated to address the needs of female students within specific subject areas. These included an in-service program in Mathematics; a conference and an audio-visual program in Science; the revision of the audio-visual kit ***How Women Won the Vote in Manitoba*** for Social Studies; and material development on non-traditional occupations, guidance/counselling. The analysis of approved textbooks to identify examples of bias and recommended classroom strategies for confronting the stereotypes was completed and scheduled for publication and distribution in 1985.

Guidance and Counselling

A major initiative was undertaken in the area of child abuse. Materials have been identified, acquired and made available to schools. In-services for teachers and administrators on identifying and reporting suspected child abuse have been held throughout the province and a model policy for school divisions on this topic has been developed and forwarded to school divisions for their consideration and adoption.

Continuing participation in Project Prevention resulted in classroom materials being produced for teachers on the topic of the prevention of vandalism and on materials and presentations directed at the problem of adolescent drinking and driving.

Seminars and workshops were held throughout the province during the past year on a variety of topics related to guidance services. Topics included: "Role of the Guidance Counsellor", "Vocational Guidance Tests", "Delivery of Guidance Services in the Small School" and "Career Guidance and Career Education".

Seminars were held on computerized career guidance information services — CHOICES and PERSONAL CAREER DIRECTIONS.

Once again, the annual Manitoba Schools Career Symposium was held in February at the Winnipeg Convention Centre. This was attended by approximately 24,000 students.

Early Childhood

A number of workshops were held as the demand increased. Demands for workshops for parents began during the year and several workshops were held, some in rural areas such as Altona, Virden, Portage la Prairie, Churchill and Manitou. Summer workshops were held in Virden, Carmen, and Transcona.

The Early Years Sourcebook, ***A Time for Learning, A Time for Joy***, underwent considerable revision. A revised version will be published in 1985.

Small Schools

Workshops for teachers and administrators of small schools in the province were held simultaneously in Brandon and Winnipeg in January. Approximately 950 persons were in attendance at these workshops where over 100 concurrent sessions were conducted on topics emphasizing curriculum implementation and teaching practices in multi-level, multi-graded classroom situations.

Approximately one-third of the public schools in the province meet the criteria for classification as a small school which are:

a) Elementary Schools, grades K to 8 or 9 — an average enrolment of less than 15 people per grade.

b) High Schools, grades 9 to 12 — a total of less than 200 pupils.

Assessment

The final report of the 1983 Art/Music assessment was prepared and distributed to schools. Meetings of teachers were held to discuss the findings and implications.

A Social Studies assessment was conducted in 1984 at the grade 3, 6, 9 and 12 levels. In addition, information was sought from a random sample of teachers of Social Studies from grades 1 to 11 on a number of aspects of their programs. Results of the assessment were made available in June in the Preliminary Reports and a Final Report was distributed to teachers and other educators in the fall. This was followed by a series of regional meetings of teachers, school administrators, and other educators to review the results and recommendations emanating from the assessment.

The assessment section of the Curriculum Development and Implementation Branch undertook a project which would provide assessment materials for use by teachers of Social Studies at the grade 5 to 8 levels. This project was discussed with teachers and administrators and has received considerable support from them.

Testing materials are being produced for all the objectives at these four grade levels. The major categories of the Social Studies program are included: knowledge, thinking and research skills, attitudes and values, and social participation objectives.

In addition to the committees and groups involved in the project on an ongoing basis, 31 teachers worked for two weeks during the summer drafting the assessment materials. The materials were pilot tested with groups of students in the schools, and are expected to be available in the spring of 1985.

The second assessment of reading was planned for grade levels 3, 6, 9 and 12, to be conducted in the 1984-85 school year, and meetings of teachers were held to review the objectives to be included for the assessment. This assessment differs from the 1980 reading assessment in that it will include an assessment of listening and speaking objectives of the grade 7 Language Arts program.

A Kindergarten assessment was initiated for the 1984-85 school year. Conclusions and recommendations from this assessment will assist Manitoba Education, school divisions and teachers in both implementing and supporting kindergarten programs throughout the province.

In addition to the committee meetings and the scheduled meetings of teachers held in conjunction with specific assessment projects, the assessment consultants conducted a number of presentations, in-services, and workshops at the request of local educators. These included topics on test construction and analysis and on evaluation.

Publications

The following documents, in either pilot, interim or final form, were published and distributed during the 1984 calendar year.

Final Editions

Industrial Arts: Manufacturing
Joint Explorations Program: A Supplement to Home Economics/Industrial Arts 7
Exploration of Business
Food Services 103, 203, 303
Power Mechanics 103, 203, 303
Welding 103, 203, 303
Social Studies — Overview K-12
German 7, 8, 9

Interim Editions

English Language Arts 9-11
English Language Arts 12
Chemistry 200-300
Physics 200-300
Computer Awareness 105
Computer Awareness K-3
Computer Awareness 4-6
Computer Awareness 7-9
Computer Science 205
Social Studies 10
Social Studies 11
OEC Language Arts 7-8-9
Music 10-12 Guitar
Music 10-12 Choral
Music 10-12 Strings/Orchestra
Music 10-12 Band

Pilot Editions

Social Studies 12 World Issues
Calculus 12
Topics in Mathematics 305
OEC Social Studies 7-8-9

Curriculum Support Materials

Middle Years Source Book
Playground Activities
Work Education
Problem Solving Handbook 3-6
Calculator Handbook 4-9
Exercises to Accompany Mathematics 301
Agriculture: Source Comparisons (Pest Control, Organic and Conventional Farming)
Energy from Chemistry: A Chemistry 200 Option
Health — Teaching Aids Handbook: Social Emotional Well-Being K-9
Health — Teaching Aids Handbook: Physical Well-Being K-9

Health — Teaching Aids Handbook: Nutrition K-9
Activities in Electricity and Magnetism to Accompany Physics 201/301
Elementary Science Resource Materials
- Interdependency and Interaction Among Organisms: Animals K-3
- Interdependency and Interaction Among Organisms: Ourselves K-3
- Interdependency and Interaction Among Organisms: Plants and Outdoor Activities K-3
- Earth, Space and Time K-3
- Changes in Matter and Energy K-3
- Interdependency and Interaction Among Organisms: Plants 4-6
- Interdependency and Interaction Among Organisms: Animals and Ourselves 4-6
- Earth, Space and Time 4-6
- Changes in Matter and Energy 4-6
- Science Ideas K-6

Correspondence School Branch

Established in 1927 to serve the needs of a few elementary students who were unable to attend regular school, Correspondence School was, in its early years, considered to be quite limited in its scope and educational value. Such an opinion would not be expressed today. Correspondence School is now a viable educational alternative, offering Manitoba curriculum courses from Grades 1 to 12, and adult upgrading courses and special interest courses to a total of nearly 9,000 students of all ages.

Enrolment in recent years has risen dramatically in response to a demand from students in rural schools who cannot obtain the options they desire; from students in urban schools who have difficulty timetabling the subjects of their choice and from adults who find that home study by correspondence best suits their needs for flexibility and freedom. To meet the obligations placed on it by these demands, Correspondence School now employs an administrative staff of 10, a support staff of 12 and a large group of course writers and instructors who work on a fee-for-service basis.

Objectives

1. To provide an opportunity for Manitoba citizens to obtain a formal education to the end of the Third year (Grade 12) of the High School program regardless of their geographical, economic, social and health situations.
2. To assist schools in the offering of school subjects to meet the needs of their students.
3. To provide an opportunity for adults to obtain adult basic education training, specific skill training and general interest subject study.

Statistics

During the school year ending June 30, 1984, the school experienced a two and one half percent increase in both student and subject registrations.

8,616 students registered for 11,101 subjects; 871 Adult Upgrading courses, and 166 Special Interest Courses were sold.

Activities

1. As the main responsibility of the Correspondence School is to provide courses for high school students in Manitoba, several courses were revised or developed by contract writers under the direction of program supervisors or the editor. Among the new courses developed were ***Career Preparation 105*** which is expected to be of considerable value to small schools which do not employ full-time counsellors, and ***Spanish 200*** which provides a continuum for students who began their Spanish studies at the 100 level. ***Physics 200 (CMI)***, a computer-managed instruction course, was again piloted this year.
2. As well as developing courses, Correspondence School provided many delivery and maintenance services. Clerical staff dispensed information, processed applications and tended to the mailing and reception of courses, tests and examinations. The school counsellor assisted students who needed advice regarding their programs. Instructors working at home under the direction of the supervisor of instruction appraised the tests and examinations submitted by students taking the courses.
3. The Business Education Program at Stony Mountain continued to be successful. Undertaken jointly by Correspondence School, the Federal Government and Frontier School Division, the program provided instruction in business subjects to about twenty inmates who attended classes at the penitentiary on a regular daily basis.
4. The Correspondence School implemented a new examination policy whereby the supplemental examination has been abolished and failing students are required to repeat all or part of the course failed. Students who do not achieve a standing of 40 percent or better on the mid-course examination must repeat the tests of the first half, and write another mid-course examination before they can proceed to the final half. Students who do not achieve a

standing of 40 percent or better on the final half examination must repeat the tests of the final half of the course and write another final half examination before they will be granted final standing in the course.

General Educational Development Tests for the High School Equivalency Certificate

The Correspondence School offered a noncredit course to help students prepare for the High School Equivalency test in Social Studies. A similar course in Mathematics was prepared and soon will be available for distribution.

Other study material for the GED tests was available at the school and sold to interested students.

Instructional Media Services Branch

The Instructional Media Services Branch consists of four units: Administration and School Services; Media Productions; Manitoba Education Library; and Special Materials Services. A report on the activities of each of these units follows.

Media Services is responsible for leadership and the provision of services as a support to schools in program delivery.

Objectives:

The specific objectives of the branch are:

1. To provide leadership and professional support in the assessment, development, selection and use of media as an integral part of the teaching/learning process.
2. To provide media resource materials and support services to departmental, school, and other professional personnel in order to improve the teaching/learning process.
3. To select, develop, and produce media materials for educational use in conjunction with curriculum needs in the province.
4. To produce or purchase and to distribute special materials to visually handicapped Manitoba students in Grades 1-12 and to support the development of materials for visually handicapped post-secondary students.

The branch maintained ongoing representation and participation on national and provincial committees and working groups.

The branch represented Manitoba Education on the Coordinating Committee of Media of the Council of Ministers of Education, Canada; a major accomplishment of this group was the completion of the Canadian Literature consortium project this year.

Chairing the Interprovincial Association for Telematics and Telidon was a task undertaken by the Supervisor of School Library Services.

The Media Consultant was a member of the Inter-International Media Consortium Committee. Representatives from Manitoba post-secondary institutions have agreed to share purchase of media series that meet the needs of two or more institutions.

The Media Consultant was one of two members of the Inter-Institutional Media Consortium Committee who worked to establish the Manitoba Educational Media Network.

The branch organized and sponsored the annual Media/Library Coordinators' Conference which provided workshops, professional leadership, coordination and an opportunity for interaction for media/library professionals from across the Province.

Administration and School Services

Two major activities comprise the work of this section: the provision of consultation and leadership in media and library, and the acquisition of non-print materials for Media Services' holdings and school use across the Province.

Consultation in media and library is provided by Administration and School Services, largely through School Library Services. School Library Services gives direct support to the organization of media resources in schools and to the development and enhancement of media/library teaching programs in individual schools and at the divisional level. Programming at the provincial level is provided through the organization of professional development programs for divisional personnel and through advice to provincial and national programs directed toward the development of print and non-print awareness. This support comes through direct consultation and work parties; and through coordination with other branches and agencies to ensure the development of school libraries as integral to the school teaching environment.

Major Activities:

1. Direct consultation was provided for 27 schools in 16 separate school divisions. Staff presented over 35 separate workshops and teacher in-services: seven of which were directly related to

new curriculum implementation; 13 of which were related to the development of critical thinking skills; and three related to computer-assisted instruction. Approximately 19 schools were provided with assistance in organizing school libraries or to re-organize and strengthen existing facilities and collections.

2. Evaluation of the architectural plans was completed for all new or renovated school libraries in 11 school divisions.

3. Two publications, ***The Directory of School Media Personnel*** and a ***Listing of Catalogue Card and Commercial Processing Services*** were revised and distributed to all school libraries in Manitoba.

   The 1984 supplement of ***In Search of Canadian Materials*** was again published by Media Services.

   All of these publications have been sent to the Legislative Library to be forwarded to the appropriate depository libraries.

4. A total of 201 films, 68 video tape programs and 76 kits were previewed by teachers and consultants under a system supervised by the Media Consultant. This system involves, as much as possible, EPIE analysis by teachers trained in the evaluation of material according to the format established by the Educational Products Information Exchange.

5. In October, an EPIE Non-Print workshop was conducted by the Media Consultant. It was held in Thompson for 20 teachers and consultants from Mystery Lake School Division.

6. In April, a two and one half day Canadian School Library Association Professional Development workshop, "Microcomputers in School Libraries" was given for 30 teacher-librarians. This event was co-sponsored with Manitoba School Library Audio Visual Association.

7. Several workshops on Telidon and its educational applications have been provided to various groups. Two Telidon terminals are available to teachers and consultants for display and trials from the Manitoba Education Library.

8. The section participated in several specific library-enhancement programs.

   The Supervisor, School Library Services and the Director of Media Services continue to serve on the Winnipeg School Division No. 1 Teachers' Library Resource Centre Advisory Committee.

   The Supervisor, School Library Services presented a paper on the educational applications of Telidon at the 1984 International Association of School Librarians' Conference.

9. The Supervisor, School Library Services is a member of the Department's Ad-Hoc Advisory Committee on Small Schools.

   The Director represented Manitoba on the Council of Ministers of Education, Canada Media Committee which completed the consortia Canadian Literature Project this year.

Media Productions

Media Productions is a multimedia production unit which produces non-print programs to support the teaching/learning process to Manitoba schools.

In 1984 Media Productions moved in several new directions in response to priorities of Manitoba Education.

1. In the production work carried out, Media Productions gave particular emphasis to the needs of Native Education. In this regard they produced eight programs in 1983-84 ranging from audio-visual kits on native careers to video tape productions on native and Metis music. Media Productions will continue to give a high priority to this important and sensitive subject.

2. Another new direction was the production assistance given to the Communications Branch in their made-for-television series EDUCATION TODAY. The producers and technicians from Media Productions produced a number of 10-12 minute documentaries to be included in each program.

3. The main thrust of the work of Media Productions, however, continues to be in the production of curriculum related material to support teachers in their teaching responsibilities. Because of the limited staff and financial resources Media Productions can only produce about a third of the proposals submitted for production. In 1984 Media Productions completed 38 productions. While most of these productions were in a video tape or slide-tape format three of them were on film. The unit will continue to emphasize the trend towards the less expensive video tape format as more and more schools become equipped with video cassette recorders/players.

4. The staff of Media Productions continued to give audio-visual workshops throughout Manitoba schools. An effort was made in 1984 to provide the use of Media Productions

recording studio to individual schools. Media Productions sees this as a direct way of keeping in touch with the specific needs of the school community and will continue to make staff and facilities available to the limit of available resources.

Education Library

The Education Library provides media support services directly to teachers, grades K-12; teachers in community-based language schools; teachers-in-training; school administrators; and to Manitoba Education staff. Inter-library loan through public libraries made the Manitoba Education Library's collection accessible to the general public throughout the province.

The resources of Instructional Media Services — including books, videorecordings, films, periodicals, microcomputer software, kits and audiocassettes — are housed at a single service point in the Education Library. This allows patron's easy access to the collection for loan, booking, and dubbing via mail, in-person use, or by local or free In-Wats telephone call.

New Activities

1. Multiculture Educational Resource Centre Established

The Multiculture Educational Resource Centre, part of the Education Library, was opened in September and will play a key role in Manitoba Education's program in support of multiculturalism in the schools. The staff of the centre will select, catalogue and display or loan, print and A/V resources in the areas of multiculturalism, heritage languages, ESL, and intercultural understanding, for teachers' professional use and for student use. The centre will not only assist teachers in the regular school system, but it will also provide support for teachers and students in community-based language schools. A Ministerial Advisory Board and a Community Liaison Committee have been created to ensure community involvement and input into the Multiculture Educational Resource Centre.

2. Meeting Room In The Library Made Available

A large meeting area of the Library on the main floor of the Robert Fletcher Building has been completely refurbished, equipped with A/V equipment and has been made available to the ethnic communities for educational and cultural functions.

3. Publicity Increased

The Library again used the publication ***What's New*** to announce new acquisitions. The ***What's New*** format and delivery were changed in 1984 to provide wider coverage of resources listed, easier use and wider distribution of the publication. The Library also revised all forms and provided typeset copy so as to improve the overall ease of use and readability of the information.

4. LibraryNet Planned

In early 1985, the Education Library plans to establish LibraryNet, a microcomputer based on-line library bulletin board, providing information on hours, services, and new resources, and a "request for Education Library resources and assistance" service. This trial program will examine the value of electronic information systems to access Library resources.

5. Resource Catalogues Produced By In-house Developed Microcomputer Program

For the past two years, library staff and a STEP student have developed a microcomputer program which allows for the input of cataloguing information and the output of printed catalogues. There is now a Video Catalogue and a Microcomputer Software Catalogue, both generated by this new program. In addition, the computer program will also provide on-line information and will speed up the handling of dubbing requests from teachers.

6. Cataloguing Guidelines For Microcomputer Software

The Education Library has been working jointly with the Canadian School Library Association and the Educational Technology Program in Manitoba to develop guidelines for the cataloguing of microcomputer software.

On-going Activities

1. Over 31,000 requests for assistance by phone, mail and in-person for educational reference and information services were handled by the Library staff during the 83/84 school year.
2. 103,352 items were loaned to or used by educators throughout the province during the 83/84 school year, representing a two to ten percent increase over last year in specific media categories handled by this section of the library.
3. The library has published bibliographies, catalogues and finding aids to assist borrowers in the use of the library's collection and in the aquisition of Manitoba and Canadian materials in their schools.
4. The Education Library Dubbing Services has 800 audio programs, 1,000 video programs and 270 computer diskettes for which it has dubbing rights. The audio and video programs have originated from Manitoba Education's

Media Productions section or from commercial producers. Diskettes from the Manitoba Computer Assisted Learning Consortium and the Minnesota Educational Computing Corporation are dubbed for three main brands of microcomputers in Manitoba schools — Apple II series, Radio Shack Model III/IV and Commodore PET and 64. In 1984, 10,800 microcomputer diskettes and 6,600 video programs were dubbed.

5. The present film/video booking collection consists of 4,367 titles with a total of 11,806 prints/copies. There were 8,035 clients listed as active borrowers. The average number of films/videos booked per month was between 7,000 and 8,000 which resulted in 90,000 bookings from January to December 1984. During this period, over 175 new films and video titles were acquired for the booking collection, which amounted to 400 prints/copies. Requests received on the local and toll-free telephone lines totaled 11,250. Requests received by mail totaled 850.

6. In the 1983/84 school year, the staff shipped 53,352 orders (85,699 films).

7. The Library staff catalogued and processed over 9,000 items, consisting of books, videorecordings, microcomputer software programs, games, kits, films, talking books, braille, large print, and audiorecordings.

8. A STEP student assisted in entering approximately 950 dubbable videotape records into the library's in-house computerized cataloguing and information retrieval system — a system that was developed in collaboration with Technical Services last summer. This system was then used to generate a new video catalogue, listing for the first time videotape programs available through Dubbing Services, with references to the same programs available in the circulating and bookable collections of the library.

9. The new area of the library — The Multiculture Educational Resource Centre — has acquired a collection that includes books, kits, journals, newspapers, pamphlets, clippings and catalogues covering the areas of multiculturalism, English as a second language, heritage languages and intercultural understanding. The focus of the centre is K-12 teachers, and members of Manitoba's multi-ethnic community. Acquisitions of new materials in the many heritage languages of Manitoba have been a major task of the centre, as has providing in-depth access to the collection through a specialized index. Reference and information services are provided to patrons in-person, over the telephone and by mail. The centre has prepared bibliographies, guides and pathfinders to the collection to aid users in the optimal use of MERC.

Special Materials Services

Special Materials Services produces and circulates a core collection of approved textual and supplementary materials in special formats to provide Manitoba school personnel with alternative learning materials for special students.

Special format materials include:

1. Audiotape textbooks — books which are read aloud by professional readers/narrators, recorded, and made available to teachers for use by visually, physically or learning handicapped students.

2. Large print textbooks — books which are photographically enlarged and are made available to classroom teachers who are instructing visually impaired students.

3. Braille textbooks — textbooks which are transcribed in tactile symbols for use by visually handicapped students in regular school programs.

Special format textbooks are intended primarily for use by Manitoba students with visual impairments or other learning difficulties as a supplement to the regular text (audiotape) or as replacement for it (large print, braille). However, many teachers have found these materials, particularly audiotape texts, useful in resource programs for individual students or groups of students.

In 1984 Special Materials Services produced and distributed a supplement to their catalogue of materials in audiotape, large print and braille which are available to school personnel. Additional textbooks from the Manitoba Authorized Textbook List, as well as other supplementary materials, were continually being produced and added to the inventory of special texts.

In addition to lending from the Manitoba collection, Special Materials Services borrowed materials from other provinces to ensure maximum use of materials produced anywhere in Canada. Interlibrary loans accounted for 55 braille, 89 large print and 320 books borrowed for use in Manitoba. Materials loaned to other provinces included 45 braille, 36 large print and 49 audiotape books.

Major activities included:

1. Production of 150 titles in braille, 75 titles in large print and 150 in audiotape; circulation of

616 braille titles, 588 large print and 2,839 audiotapes.

2. Provision of braille transcriber services to create teacher-made tests, seatwork, maps and mathematics diagrams in English and in French.
3. Production and circulation of audiotaped textbooks through the Canadian National Institute for the Blind Transcription Library to visually handicapped students attending post-secondary educational programs.
4. Production of audiotaped textual materials in French to support school personnel in programming for students in French as a first language and core French programs.
5. Development and establishment of an automated braille production program utilizing central word processing in conjunction with a braille transcription system in the University of Manitoba's AMDAHL computer; completion of a year-long training program for braille word processing operators.
6. Continuation of an advisory group to the French audiotape program and creation of multi-disciplinary advisory group to the braille program and the English audiotape program to enhance services to print-handicapped students.
7. Assistance to school personnel through in-service and workshop training in the selection and utilization of special format learning materials.
8. Collaboration with Child Care & Development Educational Consultants to ensure support to school personnel who are programming for visually and learning handicapped students.

Effective June 18, 1984 Special Materials Services became a part of Child Care and Development Branch with total integration to be completed by April 1, 1985.

Manitoba Textbook Bureau

In the year ended December 31, 1984 the Manitoba Text Book Bureau processed orders from schools, school divisions and other designated customers totalling $6,123,204. This is approximately the same dollar value that was processed in 1983, indicating that school divisions are now spending to the limit of their instructional materials grant. Very few divisions have any "carry-over" of grant money from previous years.

In January 1984 the Minister of Education increased the instructional materials grant by $10 per student to enable school divisions to develop and purchase materials to meet the tremendous growth in computer use experienced in schools in the last few years.

As the Text Book Bureau has dramatically expanded its computer software section, it is expected that much of the $10 per student increase will be used to purchase these materials and the 1985 bureau sales figures should rise to $7 million.

Native Education Branch

Objectives

The Native Education Branch's main objective is to provide programs and services that will help to make the Manitoba educational system more responsive to the needs of native students. The branch also acts as a liaison among department branches in matters concerning native education, and between the department, other levels of government, various educational agencies, and native communities and organizations.

Activities

Curriculum Development and Implementation

The Native Education Branch continued the process of curriculum development/adaptation, with emphasis on native languages, English Language Arts, and Native Studies programs. Curriculum committees, as well as individual educators, assisted the branch in this effort. Through numerous teacher inservices and workshops, the branch provided support for schools implementing programs in these curriculum areas.

English Language Development

English language development activities focused on assisting school divisions to plan programs funded under the Native Student Support grants, and on introducing senior high school teachers to the ***Language Development Handbook for Secondary Students with Limited Proficiency in English***. As well, the branch organized two Native Writers' Workshops, designed to involve local writers in the production of children's literature for classroom use, and played a key role in producing ***NETWORKS***, a new journal published by the TESL Canada Special Interest Group on Language Development in Native Education.

Native Languages

The branch continued to develop native language curricula for Cree, Saulteaux-Ojibwe, and Island Lake dialect, making extensive use of a specially adapted syllabics computer and printer. The branch also supported the efforts of the Native Education Concerns Group to mobilize native

communities throughout the province in implementing Native Language programs.

For the second year, the branch cooperated with the Faculty of Education at the University of Manitoba to offer a credit course on Methodology for Teaching Native Languages.

Native Studies

Development continued on a series of junior and senior high school study units. These included "The Law", "Aboriginal Rights, Treaties and Land Claims", "Native People in the City" and "The Metis in Canada".

Support Materials Development

In conjunction with the Instructional Media Services Branch, the branch continued the process of materials development. 1984 productions included the filmstrip kits "Manitoba Archaeology and Prehistory" and "Native People and Their Careers II & III", the videotape programs "New Student in the City" and "Metis Tour Guide". Also completed were a Riel Centennial poster, study guides for the novels ***The Indian Summer of Arty Bigjim and Johnny Jack*** and ***A Very Small Rebellion***, and the updated bibliographies ***Native Languages*** and ***Native Peoples***.

In addition, the branch and Pemmican Publications co-produced three children's books by Manitoba Native authors.

Native Awareness

The Native Awareness Program, which focuses on traditional/historical as well as contemporary Native society, is designed to sensitize teachers and school administrators to the needs of native students and to assist them in adapting programs and classroom strategies to meet those needs. In-services and workshops have emphasized native and non-native value systems, traditional native teaching methods, and the needs of students entering and living in a new cultural environment. The display kits have been enhanced with additional material on loan from the Manitoba Museum of Man and Nature. The program continued to be in constant demand throughout Manitoba schools.

Early Childhood

The Early Childhood program provided extensive and on-going support to teachers in adapting and implementing curricula for native children. This program was also directed towards promoting parental awareness/involvement and local community endeavours in the development of preschool programs based on headstart precepts in the inner-city and rural/northern areas.

Career Guidance

In the Career and Guidance program, workshops and in-services were conducted with counsellors and teachers to help schools develop meaningful and realistic career guidance programs as well as a better understanding of native students. A Career and Guidance handbook for native students was distributed to schools in the fall of 1984.

Other Activities

The branch's other activities included working with teachers and community residents to develop programs and resource materials to meet the specific needs of schools within their respective communities. The branch continued to maintain a positive on-going liaison with the various native organizations, the Manitoba Indian Education Association, and the education personnel from the Department of Indian Affairs.

The Fifth Annual Native Educators' Conference, which the branch organizes jointly with the Manitoba Indian Education Association, was hosted in 1984 by Technical Vocational High School. Over 700 teachers and community participants from around the province participated in the two-day session, which featured keynote speakers Terry Tafoya and Damien McShane.

Child Care and Development Branch

Child Care and Development Branch is responsible for providing the child who has special needs with an equal opportunity to develop his/her abilities and feelings of self-worth through the cooperative and collaborative involvement of all persons in the child's community. Thus the branch has a leading role in providing supports to the child, to the parents, and to school divisions, assisting division personnel in developing appropriate educational programming for children with special needs.

The general objectives of the branch are:

1. to ensure that each child with special needs receives a meaningful and appropriate education commensurate with his/her needs and abilities;
2. to promote the recognition that parents are equal partners in the education of their child and that their involvement is particularly crucial where the child has special needs;
3. to support school divisions/districts and other community-based organizations, groups and agencies in developing and utilizing local resources to the maximum extent possible;

4. to provide leadership in the development and expansion of early preventative and compensatory programs with a particular emphasis on disadvantaged and "at risk" children;

5. to promote a high degree of interdepartmental and interagency coordination and cooperation in bringing services to the "whole" child and his/her family; and

6. to take a leading role in stimulating new approaches to the resolution of special needs problems of children through consultation, dialogue and community involvement.

Centrally based services of Child Care and Development Branch provide support and services to all school divisions/districts in the Province, and include:

i. Consultative Services in Special Education.
ii. Early Identification and Education Funding Program.
iii. Compensatory Programs Fund.
iv. Services for the Visually Impaired and the Multisensory Handicapped.
v. Vision Screening Program.
vi. Services for the Hearing Impaired.
vii. Diagnostic Support Centre.
viii. Special Materials Services (as of July /84 — see Instructional Media Services Branch annual report).

Regionally based inter-disciplinary teams, consisting of speech/language clinicians, psychologists, reading clinicians and consultants of the hearing impaired and visually impaired operate in the Interlake, South East, South Central, Parklands and Northern regions of the Province, providing support to the specific school divisions/districts within these regions.

Centrally Based Services

Consultative Services in Special Education

In cooperation with regional coordinators and field staff, six special education consultants provided consultative services to school divisions in the following areas: the resource teacher program, special class programs, programs for adolescent slow learners, integrated programs for handicapped students — including the provision of special equipment for hearing impaired, visually impaired and orthopedically handicapped students, programs for autistic and emotionally disturbed students, consultative service in special education to French language and French Immersion schools, and in early childhood education.

Early Identification and Education Programming

In a major pilot study released in 1984, the Department encouraged the exploration of a comprehensive early identification and programming process which did not label children, but led to more appropriate interventions.

By the fall of 1984, thirty school divisions responded to the ministerial announcement of the $250,000 grant available for the implementation of educational programming for young children with special needs. The department continues to provide early childhood and special education services by consultants from Child Care and Development, Curriculum Development and Implementation, Native Education and the Bureau de l'Éducation française. Their primary goal is to facilitate the observational and diagnostic teaching skills of all divisional personnel involved in programming for children with special needs. The consultants encourage the participation of classroom teachers and parents in the early identification and programming process. This participation was described in the guidelines prepared by the department which were distributed to all school divisions and districts in Manitoba.

Compensatory Programs

With new grants available for Compensatory Programming, Child Care and Development Branch is responsible for supporting initiatives which address the problems of disadvantaged children who are at academic risk. These Compensatory Programs address the academic implications of the problems of:

— low income,
— unemployment,
— low educational level of parents,
— mobility or migrancy,
— single parents,
— English or French as a second language.

Services for the Visually Impaired and the Multisensory Handicapped

The branch provided direct instruction and/or consultative services for blind and visually impaired students through the employment of seven consultants for the visually impaired. The services included the provision of special equipment, braille materials, large print books and audio tapes. The branch continued to support community based programs for multisensory handicapped students. A close liaison with the Canadian National Institute for the Blind to enhance and complement the services for visually impaired students in the province is continuing.

Vision Screening Program

The branch continued to support the vision screening program in all school divisions in Manitoba. At this time all school divisions with

the exception of Winnipeg School Division No. 1 are equipped to screen students in kindergarten and in grades 1, 3, 5, 7, 9 and 11.

Services for the Hearing Impaired

With the appointment of the Provincial Coordinator for the Hearing Impaired, Child Care and Development Branch is setting new directions for the education of the hearing impaired in the Province of Manitoba. This year, a psychologist has been hired for the Manitoba School for the Deaf, so that psychological services are now available for deaf and hearing impaired students. Additionally, a provincial Resource Library of information and materials relevant to the education of the deaf and hearing impaired is being established at the Manitoba School for the Deaf. Also this year, through the Jobs Fund, a modern new gymnasium facility has been built at the Manitoba School for the Deaf.

The branch continued to provide a range of services for the hearing impaired:

As members of regional teams, seven consultants for the hearing impaired provided direct instruction and consultative services for hearing impaired students throughout the province. This community based service facilitates the attendance of hearing impaired students in their home school division/district and supports the home school and child's family in providing for the child's special needs. The consultants worked in close cooperation with the regional hearing centres of the Department of Health in Brandon, Dauphin, The Pas, Winnipeg and Thompson and social services programs delivering support services to hearing impaired children.

The Manitoba School for the Deaf served profoundly deaf children who would benefit from a special school placement. The Winnipeg based school program provides a total communication approach which involves the spoken word plus sign language and finger spelling. The school strives to give hearing impaired students competence in the core school subjects, to begin to prepare them for a vocation, to give them a sense of self-worth and confidence in their ability to function in society with both deaf and hearing people.

During the 1983-84 school year a total of 125 students attended — 98 day students and 27 residential students. Enrollment for the fall term 1984-85 was 126 — 99 day students and 27 residential.

1. Three students graduated at the end of the school year. Two are continuing their education at Gallaudet College and Red River Community College respectively, and one went directly into employment.
2. Integrating programs during the school year included thirteen students located at Grosvenor Elementary School, nineteen students enrolled in vocational training programs at R.B. Russell School, and fourteen students who attended Shaftesbury High School with the support of interpreter-tutor services.
3. The school maintained a close working relationship with the Society for Crippled Children and Adults to assure appropriate future planning for each student. Medical, nursing, audiological, psychological and consultant opthamological and otolaryngological services were provided and up to 27 rural students were accommodated in the residential program.
4. The Manitoba School for the Deaf continued its involvement with the Special School of the Future project, hosting this summer a three-day workshop with presenters from Gallaudet College for residence counsellors from the Manitoba, Saskatchewan and Alberta Schools for the Deaf, the first such event ever held in Western Canada. The aim of the Special School of the future project, funded by the Kellogg foundation, is to involve special schools such as the Manitoba School for the Deaf to a much greater extent in providing services to hearing impaired children wherever they may reside. As the project's "resource centre" concepts continue to develop, the role of the Manitoba School for the Deaf is evolving to include increased responsibility for supporting the education of deaf students in community based programs as well as through special school programming.
5. The Manitoba School for the Deaf is in the process of establishing a Resource Library of information and materials pertinent to the education of the deaf and hearing impaired. This Resource Library will provide service to parents, educators, consultants and the general public.

Diagnostic Support Centre

The Diagnostic Support Centre provides intensive diagnostic and program development support to school divisions for developing effective individualized education programs to students with severe learning problems.

The staff at the Diagnostic Support Centre consists of a coordinator, a psychologist, four learning specialists and two residence staff. They work together with divisional administrators, parents, school personnel to develop services and programs to students who are referred to the centre. Through this cooperative effort and the intensive diagnostic procedures available through

the centre, effective educational plans are developed that can be implemented in a child's school, home and community. These programs enable the school divisions to maximize the learning opportunities of students with severe learning problems while keeping them in the least restrictive environment.

Special Materials Services

As of July, 1984, administrative responsibility for Special Materials Services has been transferred to Child Care and Development Branch in order to provide greater cohesion and consistency of services for special needs students.

Regional Services

The branch continued the provision of regional clinical services in the following regions of the province:

Northern Region

The Northern Region includes school divisions/districts north of the 53rd parallel, the Pas, Flin Flon, Snow Lake, Thompson, Leaf Rapids, Lynn Lake and Churchill. These school divisions/districts serving approximately 10,000 students received consultant services in speech and language development, psychology and reading. The region is staffed by one regional coordinator, four speech clinicians, three psychologists and one consultant for the hearing impaired who provide shared clinical core support services.

The field staff were involved in providing direct and consultative services to assist in the program development for children with special needs. Support was provided to school divisions in maintaining screening programs, training teacher aides working with special needs students and assisting parents and teachers to meet the case specific needs of students, as well as increasing the skills of teachers and special education personnel. Professional development programs, planned by regional committees involving regional staff and provincial special education consultants were conducted for administrators, special education teachers, teacher aides and resource teachers.

Parkland Region

The Parkland Region includes the Dauphin-Ochre School Area, the school divisions of Turtle River, Intermountain, Duck Mountain, Swan Valley, Pelly Trail and Birdtail River, and has a population of approximately 15,000 students.

The region is staffed by one regional coordinator and thirteen staff positions based throughout the region. These are five psychologists, five speech and language pathologists, one consultant for the hearing impaired and two support staff.

The major goals for the support services in the Parkland Region, as in all regions, were as follows: to assist school divisions in the identification of special program needs and in the development of appropriate programs for children with special educational needs; to provide special educational support services in the school divisions utilizing a consultative/collaborative approach; to provide in-service programs to parents and teachers to promote awareness of the educational needs of exceptional children and the services available from branch specialist personnel.

The staff was involved in a variety of professional development activities for all special education personnel including school administrators, regarding programming skills for children with special needs and early identification of children experiencing educational difficulties.

South Central Region

South Central Region includes the school divisions of Garden Valley, Midland, Mountain, Pembina Valley, Pine Creek, Portage la Prairie, Tiger Hills, Western and White Horse Plains. The area is primarily rural and has a population of 16,000 children spread over an area of approximately 10,000 square miles.

An inter-disciplinary staff consisting of a regional coordinator, six speech and language pathologists, five psychologists, one reading clinician and three consultants for the hearing impaired provide clinical and consultative services within the region. Itinerant services from consultants for the visually impaired are available.

The professional development program for all special education personnel continued during this past year. As in the past years, representative school division personnel participated fully in the planning and implementation of the various programs.

School divisions also continued to show an increased ability to provide appropriate educational programs for students with a diversity of learning problems. Through the use of a team approach, students with such handicaps are being maintained in their local schools.

Interlake Region

Interlake Region consists of the school divisions of Interlake, Evergreen and Lakeshore. The staff providing services to the region consists of a regional coordinator, three psychologists, three speech and language pathologists and a consultant for the hearing impaired. The field staff

continued to provide direct and collaborative support services to students, teachers and parents. Ongoing professional development activities played an important role in helping prepare teachers and administrators to meet the educational needs of exceptional children in the schools.

South East Region

South East Region consists of the school divisions of Boundary, Hanover, Morris-Macdonald, Red River, Rhineland, Seine River, and the Consolidated School District of Sprague. The 16,000 students are served by six speech/language pathologists, five psychologists, one consultant of the hearing impaired, and one reading clinician.

Through a special arrangement with Frontier School Division involving the secondment of a position, the branch provides the services of a psychologist and a speech clinician to such communities as Berens River and Norway House.

The professional development program has continued to assist teachers and administrators to improve the quality of special educational programming and to make effective use of the resources available to them.

In all regions the educational support teams assisted school division personnel in the identification of and in programming for students with low incidence handicaps and provided case specific professional development opportunities for the persons working with these students.

Regional Services Branch

Regional Services Branch works with schools, school divisions, and other groups to define needs which are not already being addressed and to develop and implement programs to address these needs.

Objectives

— **Communications:** to develop channels for continued dialogue with rural and northern school divisions in order to find out their priority needs and if necessary help them in the process of identification of high priority needs.

— **Service:** To provide resources for short term personnel support in identified high need areas.

To provide the services of a small permanent staff to assist in administrative and instructional concerns.

— **Small Schools Support Program:** To administer the Small Schools Support Program.

To assume leadership in identifying strategies for addressing the unique problem of small schools.

To provide consultative support to small schools.

Major Activities

Regional Services Branch started in September 1, 1983 with offices in Brandon, Thompson and Winnipeg. In meeting the objectives of the branch, personnel have been engaged in the following activities.

— One secondment has been in place since September 1, 1983 based in Neepawa and working in the area of computers in education.

— Seven other secondments in the computers in education area ranging from 1/8 to 3/4 time have been arranged in various other locations of the province since January 1, 1984.

— Two projects in curriculum implementation in multigraded classrooms began in September 1984 and will continue through to June 1985.

— Continuing meetings with teachers, superintendents, principals groups as well as attending school board meetings where appropriate.

— Administers the Small Schools Support Program: This program provided direct financial support to 275 small schools in 1983/84. Individual school grants ranged from $4,000 to $12,000 depending upon school size and grade levels. In addition, $67,500 was provided to support 14 pilot projects in small schools.

— Assisting other branches of the department in various regional activities.

— Providing consultative support to school division administrative staff, principals and teachers.

La Division du Bureau de l'Éducation française

Le Bureau de l'Éducation française est responsable de toute l'éducation en langue française au Manitoba: assurer une éducation en langue française aux Manitobains dont la langue première est le français et fournir aux Manitobains d'expression anglaise désireux d'étudier en français des programmes répondant à leurs besoins. A l'heure actuelle, le Bureau met l'accent sur l'élaboration de programmes d'études et d'activités connexes en développement professionnel, y

compris l'évaluation des programmes et la recherche dans le domaine de l'éducation française. Le Bureau est également responsable du calcul et du paiement de subventions destinées aux divisions scolaires où sont offerts des programmes en français. Le personnel du Bureau négocie avec les autorités fédérales en ce qui concerne l'obtention de fonds pour les divers programmes de bourses d'études administrés par le Bureau. De plus, le Bureau de l'Éducation française identifie les besoins des collectivités francophone et anglophone en ce qui a trait à l'éducation française et communique ceux-ci au Ministre et au Sous-ministre de l'Éducation afin qu'ils puissent suivre de près le dossier et agir s'il y a lieu de le faire.

Le Bureau utilise les deux langues officielles du pays.

Objectifs

1. Étudier, élaborer et recommander au Ministre de l'Éducation des politiques et des priorités concernant tous les aspects de l'éducation française;
2. Promouvoir, planifier, appliquer, administrer et faciliter tous les aspects de l'éducation française pour les clientèles francophone et anglophone;
3. Assurer une liaison et une coordination avec les autres divisions du Ministère de l'Éducation (et leurs directions respectives) pour les services auxiliaires relevant des attributions du Bureau;
4. Intégrer tous les services de base essentiels au développement de l'éducation française; et,
5. Assister le Ministre de l'Éducation dans la négociation de tous les programmes d'aide fédérale visant la promotion des langues officielles dans l'enseignement, et en assurer l'administration.

La Direction du développement et de l'implantation des programmes

La Direction du développement et de l'implantation des programmes voit à la formulation et à l'implantation, sur une base continuelle, d'une série de programmes d'études pour les étudiants de la maternelle à la douzième année à l'échelle de la province, et ce, pour les écoles franco-manitobaines comme pour les écoles d'immersion française. Cette Direction du Bureau formule et implante, également sur une base continuelle, un cours d'études pour les Manitobains intéressés au français de base. L'équipe de conseillers pédagogiques oeuvrant à la formulation des programmes d'études fournit également des services d'implantation et d'évaluation pour ces programmes.

Activités

1. Français langue première (élémentaire)

Une session d'implantation fut offerte aux nouveaux professeurs de français à l'élémentaire.

De nouvelles séries de lecture (niveaux 1-4) ont été mises à l'essai dans plusieurs écoles. Des ateliers de formation traitant de ces nouvelles méthodes furent présentés aux professeurs impliqués. Un comité d'évaluation composé de ces professeurs présentera ensuite des recommandations en vue de leur agrément.

Le soutien pour les professeurs, quant à la mise en pratique du programme d'études dans la salle de classe, se continue.

L'évaluation de différentes séries pour la 5e et la 6e années se poursuivit. L'analyse et le développement de matériel didactique additionnel ont été effectués.

Un comité traitant de la révision des objectifs du programme d'études fut établi.

2. Français langue première (secondaire)

L'implantation des versions provisoires des nouveaux programmes de 9e et 10e années se poursuivit.

Des ateliers et du matériel didactique développé en comité appuyèrent l'effort d'implantation.

Des mises à l'essai de nouveaux manuels furent conduites dans plusieurs classes des 7e et 8e années.

La rédaction des programmes de 11e et 12e années fut amorcée.

3. Français langue seconde - immersion (élémeutaire)

L'évaluation du programme de lecture en quatrième année fut complétée.

Pour assurer l'implantation de la politique de lecture en première année, deux documents méthodologiques furent élaborés et trois ateliers eurent lieu pour les enseignant(e)s de première et deuxième années.

Un atelier traitant de l'enseignement du français en immersion fut présenté par Daniel Poulin, professeur agrégé et recherchiste à l'Université Laval, aux professeurs de 4e, 5e et 6e années.

Des documents provisoires au sujet de l'orthographe grammaticale à enseigner aux niveaux 4 à 6 furent élaborés et distribués.

L'élaboration du programme-cadre (1 à 6) fut complétée, suivie de réunions de consultation auprès des conseillers divisionnaires et des directeurs/trices d'écoles.

L'évaluation de différentes séries de manuels fut poursuivie et l'analyse de matériel didactique s'est effectuée.

4. Français langue seconde - immersion (secondaire)

L'implantation des programmes d'études des 7e-8e-9e années fut poursuivie.

La version provisoire du programme de 10e année fut rédigée et sert en 1984-85 de façon pilote.

Les grandes orientations du programme de 11e furent discutées.

5. Français de base/Conversational French

L'implantation des programmes en 4e, 5e, 6e et 7e années fut poursuivie dans le Français de base - Programme de 9 ans. Les travaux d'élaboration du programme de la 8e année (Programme de 9 ans) furent terminés et ceux de la 9e année amorcés.

Des classes pilotes furent établies en 7e année dans le programme de 6 ans. Les travaux d'élaboration du programme de la 7e année furent terminés et ceux de la 8e année amorcés.

Des classes pilotes furent établies en 10e année dans le cours de réintroduction de 3 ans. Les travaux d'élaboration du programme de la 10e année furent terminés et ceux de la 11e amorcés.

Le perfectionnement des enseignants des programmes en Français de base fut assuré.

Les services en "Conversational French" furent maintenus.

6. Micro-informatique

Le programme provisoire de Micro-informatique en 4e et 5e années a été rendu disponible en version Apple et Commodore. Il s'agit d'un programme en 30 leçons, soit en 15 leçons de 30 minutes par niveau. Deux cahiers de travaux pratiques pour les élèves ont été préparés. Le programme de Micro-informatique en 6e année sera développé en 1985.

Le programme révisé de 7e année a été rendu disponible en version Apple. Il s'agit d'un programme de 26 heures avec un guide du maître et un cahier de l'élève.

Une version provisoire du programme de 8e année est présentement mise à l'essai dans les écoles de la Division scolaire de Saint-Boniface.

Le programme de Sensibilisation à la micro-informatique 105 a été rendu disponible, ainsi que tout le matériel nécessaire à l'enseignement de ce cours. On peut se procurer ce matériel à la Direction des ressources éducatives françaises. Des comités travaillent présentement à la programmation des cours 205 et 305.

Plus de 250 modules, soit 26 disquettes Apple et 41 disquettes Commodore ont été révisés et/ou produits. La plupart des modules affichent maintenant des caractères accentués. Un grand nombre d'enseignant(e)s ont été impliqué(e)s dans la production et la révision de ces didacticiels.

7. Mathématiques

Aux niveaux primaire et élémentaire, deux documents portant sur la résolution des problèmes mathématiques furent préparés. Des ateliers eurent lieu pour les professeurs de la maternelle à la 2e année et aussi pour les professeurs de la 3e à la 6e année afin de les aider à mieux intégrer ces nouveaux documents aux programmes d'études existants. De plus, un nouveau manuel fut mis à l'essai dans quelques classes de la 1re à la 3e année.

Au niveau pré-secondaire, l'élaboration d'un document portant sur l'utilisation de la calculatrice fut initiée. Un atelier fut offert aux nouveaux professeurs de mathématiques à ces niveaux afin de leur présenter le programme d'études existant.

Au niveau secondaire, le programme d'études provisoire pour Mathématiques 200 et 201 et un cahier d'exercices accompagnant le cours 201 furent mis à l'essai. Le programme d'études provisoire pour Mathématiques 300 et 301 ainsi qu'un cahier d'exercices accompagnant le cours 301 furent réalisés. Des modules visant l'apprentissage individualisé pour les cours de Mathématiques 100 et 101 furent mis à l'essai. L'élaboration de modules semblables pour les cours de Mathématiques 200 et 201 fut initiée.

8. Sciences humaines

Au niveau élémentaire, les programmes d'études des niveaux 5 et 6 (immersion) furent mis à l'essai. Des cahiers de travaux pratiques pour le niveau 4 (français) ainsi que les niveaux 5 et 6 (immersion) furent développés.

Au niveau intermédiaire, les programmes d'études des niveaux 8 et 9 (français et immersion) furent développés.

Au niveau secondaire, les programmes d'études des niveaux 10 et 11 (français et immersion) furent mis à l'essai. Le développement du programme d'études pour la 12e année fut commencé.

9. Sciences naturelles

Au niveau élémentaire, les programmes d'études pour les classes de 3e et 4e années (immersion) furent implantés à l'automne. Les programmes d'études pour les 5e et 6e années furent mis à l'essai dans plusieurs écoles de la province.

Au niveau pré-secondaire (immersion) un programme provisoire fut élaboré et sa mise en essai dans un nombre d'écoles assurée.

Au niveau secondaire, le programme d'études pour Sciences 100 et 101 fut implanté dans les écoles d'immersion française. La mise en essai du programme d'études en Sciences naturelles 201 et 301 fut continuée. Un programme d'études pour Physique 200 fut élaboré et sa mise en essai entamée. L'élaboration des programmes d'études pour Chimie 200 et Physique 300 fut commencée.

Une série d'ateliers portant sur les thèmes suivants eurent lieu: l'énergie, la météorologie, les roches et les minéraux, et l'écologie boréale.

Du matériel didactique pour les niveaux pré-secondaire et secondaire fut développé.

10. Anglais

— Écoles franco-manitobaines

La version officielle du curriculum pour la 3e année a été distribuée.

La révision du curriculum pour les niveaux 4-5-6 a été commencée aussi bien que la révision des niveaux 7-8.

— Écoles d'immersion française

La version officielle du curriculum pour les niveaux 1-2-3-4 a été distribuée.

La révision du curriculum pour les niveaux 5-6 a été commencée.

11. Éducation physique

Trois sessions d'implantation eurent lieu pour les enseignant(e)s de M à 3e années afin de compléter l'implantation du programme d'éducation physique (M à 3) dans la région nord-ouest de la province.

Au niveau élémentaire (4 à 6) l'implantation du programme fut terminée.

L'élaboration de la programmation (7 à 9) fut continuée et la mise à l'essai de certaines sections fut amorcée.

Un comité poursuit la programmation de la 7e à la 12e années (français et immersion).

12. Hygiène

Au niveau élémentaire et secondaire, deux unités furent mis à l'essai: Le bien-être socio-émotionnel et La sécurité. Du matériel d'appui fut développé pour accompagner ces unités.

Des comités furent formés pour amorcer la rédaction de l'unité en éducation familiale et sexuelle.

13. Éducation musicale

Les programmes d'études et les guides pédagogiques pour les niveaux 1re, 2e, 3e et 4e années furent terminés. Un matériel didactique a été développé pour accompagner chaque programme.

Les programmes d'études et les guides pédagogiques pour les niveaux 1re, 2e et 3e années furent implantés.

14. Éducation visuelle

Des sessions d'implantation eurent lieu pour les professeurs de la 1re et de la 2e années qui n'avaient pas pu assister aux sessions précédentes.

Le guide/manuel de la 3e année fut révisé et rendu disponible aux écoles franco-manitobaines et d'immersion française de la province.

Un projet-pilote aux niveaux 1-2-3 fut initié avec du matériel de support pour l'enseignement de l'appréciation artistique.

L'élaboration du guide/manuel de la 4e année fut complétée et le rodage fut amorcé dans quelques écoles de la province.

Le travail d'élaboration des guides/manuels de la 5e et de la 6e années fut amorcé.

La Direction des services de soutien en éducation

La Direction des services de soutien en éducation est responsable d'une variété de dossiers, d'activités et de services reliés étroitement à l'éducation française: a) calcul, distribution et surveillance des subventions provinciales aux divisions scolaires pour l'enseignement en langue française (français langue première et français langue seconde); b) liaisons pédagogiques, administratives et culturelles entre le Bureau de L'Éducation française et les divers secteurs du Ministère, les commissions scolaires, les écoles et les différents organismes locaux, provinciaux, nationaux et même internationaux qui s'intéressent à l'éducation en langue française; c) analyse et évaluation des projets spéciaux subventionnés par le Bureau de l'Éducation française et le Secrétariat d'État; d) analyse des statistiques; e) projets de recherche spécifiques à l'éducation française.

De plus, cette Direction est responsable de quelques ententes interprovinciales, nationales et internationales de certains projets culturels. Nous offrons aussi de l'aide technique pour le recrutement d'enseignants bilingues pour les écoles franco-manitobaines et les écoles d'immersion française du Manitoba.

Activités

1. Subventions provinciales aux divisions scolaires

En 1984, le gouvernement du Manitoba distribua:

a) approximativement 1,100,00$ à dix divisions scolaires pour l'enseignement du français langue première, dirigé à 5,800 étudiants francophones;

b) un peu plus de 3,600,000$ à 20 divisions scolaires pour l'enseignement de l'immersion française, dirigé à plus de 10,000 étudiants d'expression anglaise;

c) approximativement 210,000$ à une vingtaine de divisions scolaires et deux régions scolaires pour l'enseignement du français de base, dirigé à environ 19,000 étudiants, et;

d) environ 260,000$ à quarante-six divisions scolaires et quatre régions scolaires pour le "Conversational French", dirigé à environ 60,000 étudiants.

2. Liaison

Vu le nombre grandissant d'écoles offrant un programme d'immersion française, la Direction des services de soutien en éducation décida d'assigner deux agents d'éducation à la tâche de liaison afin d'assurer une communication étroite, active et continue avec les 34 écoles franco-manitobaines et les 62 écoles à programme d'immersion française de la province. Ces deux agents sont préposés à la liaison à temps partiel seulement. Des sessions d'information dans les divisions scolaires, à la demande de celles-ci, ont résulté en deux autres programmes d'immersion française dans deux nouvelles régions de la province.

Outre les liaisons nécessaires avec les autres directions du Ministère, il faut mentionner celles avec un nombre grandissant d'associations et organismes provinciaux et nationaux intéressés à l'éducation française.

3. Recherches

L'étude provinciale portant sur les programmes d'immersion, terminée en 1983, fut traduite, préparée en résumé, en français et en anglais, et diffusée auprès des diverses clientèles impliquées à l'enseignement immersif; commissions scolaires, éducateurs, administrateurs scolaires, institutions universitaires et parents. Par ailleurs, de nombreux documents furent préparés afin de rationaliser le processus d'évaluation des programmes au sein du Bureau de l'Éducation française. La Direction des services de soutien en éducation maintient un lien étroit avec le service d'évaluation de la Direction du développement et de l'implantation des programmes (secteur anglais) ainsi qu'avec la Direction de la planification et de la recherche. Cette collaboration a permis la réalisation d'un sondage auprès des enseignants au sujet de l'implantation en sciences humaines, le développement d'une banque d'items pour les programmes de sciences humaines (5^{e}, 6^{e} et 7^{e} années), et l'évaluation du programme de sciences humaines en 12^{e} année. Enfin, un sondage a été effectué auprès des commissions scolaires pour connaître leurs besoins en fait de professeurs compétents pour enseigner dans les écoles franco-manitobaines, les écoles à programme d'immersion française ou en français de base.

4. Traitement des données et statistiques

La cueillette et l'analyse des inscriptions scolaires furent réalisées pour déterminer les montants des subventions devant être accordées à chaque division scolaire où les programmes de français, d'immersion et de français de base sont offerts. Les données ont aussi été utilisées à la préparation des tableaux sommaires démontrant le pourcentage de l'enseignement en français par matière et par niveau pour chaque école franco-manitobaine de la 1re à la 9^{e} années. Un résumé divisionnaire ainsi qu'un résumé provincial a aussi été préparé pour les écoles franco-manitobaines ainsi que pour les écoles d'immersion française de la 1re à la 6^{e} années. En plus, la cueillette des renseignements sur les caractéristiques des enseignants a permis la préparation d'un modèle de projections des besoins d'enseignants dans les divers programmes enseignés en français.

5. Projets culturels

En collaboration avec seize associations culturelles du Manitoba et huit organismes culturels hors province, la Direction des services de soutien en éducation coordonna la réalisation de vingt-deux projets culturels dont bénéficièrent les 15,000 étudiants des écoles franco-manitobaines et des écoles à programme d'immersion française du Manitoba. De façon particulière, la Direction participa à la création de huit de ces manifestations culturelles, telles que le jumelage d'écoles, le Festival théâtre jeunesse, la Chorale des Blés au Vent, etc. En plus, huit cahiers pédagogiques furent développés afin de sensibiliser et préparer les étudiants et les enseignants à mieux profiter et apprécier ces manifestations culturelles. La Direction a continué à encourager les groupes et artistes locaux à rayonner davantage dans les écoles du Manitoba. La priorité de l'année fut

marquée dans le domaine de l'intégration culturelle au fait qu'une personne fut embauchée pour développer un programme-cadre en collaboration avec les enseignants. À noter qu'en ce qui a trait à l'année commémorative du Centenaire de la mort de Louis Riel (1885-1985), une trousse pédagogique fut élaborée pour utilisation dans les écoles franco-manitobaines et dans les classes d'immersion française.

6. Recrutement d'enseignants bilingues

Une soixantaine de demandes d'emploi de professeurs furent dirigées à la Direction des services de soutien en éducation pour des postes d'enseignement bilingues au Manitoba. Plusieurs de ces demandes ont été acheminées aux directeurs généraux et directeurs d'écoles qui ont fait appel au service de la direction qui agit comme intermédiaire entre les demandes d'emplois des professeurs et les divisons scolaires. De façon active, la direction fut impliquée, à la demande de sept divisions scolaires, à l'embauche d'une douzaine de professeurs au Manitoba.

7. Ententes culturelles-éducatives

Dans le cadre des ententes France-Canada et Belgique-Canada et de l'accord de coopération Québec-Manitoba, la Direction des services de soutien en éducation participa à la réalisation de 21 projets s'adressant aux enseignants et aux étudiants. Dix-huit professeurs et 2 conseillers pédagogiques suivirent un stage de perfectionnement en France et 2 enseignants en Belgique; 2 étudiants suivirent un cours au Québec. Dix spécialistes du Québec vinrent au Manitoba fournir leur expertise en informatique, en production de matériel didactique et en pédagogie. Pour une 2e année: 9 étudiantes manitobaines furent jumelées avec 9 étudiantes québécoises pour une période de six mois.

8. Cours pour adultes

Notre direction aida à défrayer une partie des frais d'inscription de près de 3,000 adultes suivant des cours d'apprentissage ou de perfectionnement de français par l'entremise des quatre établissements universitaires de la province soit: l'Université du Manitoba, l'Université de Brandon, l'Université de Winnipeg et le Collège Universitaire de Saint-Boniface.

9. Cas contentieux

Les membres de l'équipe des services de soutien doivent agir comme médiateurs et personnes-ressources dans des cas impliquant des divergences d'opinion sur les droits et les privilèges de l'éducation en français dans cette province.

La Direction des ressources éducatives françaises

La Direction comprend une bibliothèque française, un secteur de production de matériel didactique, ainsi qu'un secteur de production de didacticiels pour la micro-informatique. La Direction est située au 200, avenue de la Cathédrale, à Saint-Boniface.

Objectif généraux

1. Assurer un rôle de meneur et d'appui professionnel auprès des usagers en ce qui concerne le développement, la sélection et l'utilisation des media sous toutes leurs formes comme partie intégrante de l'enseignement ou du processus d'apprentissage;
2. Fournir le matériel et les services aux professeurs de la province (M-12), aux employés du Ministère de l'Education et aux professionnels de l'éducation, de façon à améliorer le milieu de l'enseignement; et,
3. Choisir, développer et produire le matériel pour utilisation pédagogique en relation avec les besoins exprimés dans les écoles de la province.

Activités

1. La bibliothèque

La bibliothèque, qui compte plus de 50,000 documents, a pour but premier la diffusion de tout matériel imprimé et non-imprimé auprès des usagers. Ces derniers peuvent profiter d'un serivce de référence et d'information dans tous les domaines de la collection de la bibliothèque. Un vaste échantillon de revues touchant l'éducation est également disponible. Le nombre de nos abonnés dépasse maintenant mille cinq cents.

Ce service compte maintenant deux comptoirs de circulation: l'un pour les films/vidéos et l'autre pour toutes activités de la bibliothèque. Nous coordonnons également le comité des responsables de bibliothèque; nous nous sommes rencontrés à quatre reprises durant l'année.

- Statistiques pour l'année 1984
  - — Nombre de prêts de documents: 51,300
  - — Nombre d'interventions de type information: 1,200
  - — Nombre d'interventions de type référence: 1,900
  - — Nombre de visites guidées de la Direction: 110

- Visites d'auteurs
  - — Daniel Sernine
  - — Michelle Provost
  - — Claude Lafortune
  - — Marie-Andrée Warnant Côté

2. La production de matériel didactique

Le but premier du secteur de la production est de fournir aux usagers de la province le matériel en français, nécessaire à leur enseignement. Un comité de priorité voit à établir la liste des productions entreprises par la Direction.

En 1984, les productions suivantes furent réalisées:

- Vidéogrammes
  - — Une journée à la Direction des ressources
  - — Série sur Daniel Poulin: consultation du dictionnaire
    : la lecture
    : l'évaluation
    : le savoir écrire
  - — Série sur Ambroise Lafortune
    : mon journal
    : la communication
    : ma vocation
  - — Maurice Deniset raconte Manito et Jéronimo
  - — Aventures manitobaines — français (FL_1) 7e année
  - — La gazette de Lacerte — français (FL_1) 8e année
  - — La science-fiction: Daniel Sernine
  - — Série auteurs francophones des prairies: Annette Saint-Pierre Paul Ruest
  - — Le Réveil: journal du C.U.S.B.
  - — Conférence sur la Méthode dynamique
  - — Ballet/Jazz — Ecole St-Léon
  - — Marcel Gosselin: sculpteur
  - — Théâtre marionnettes: Ecole Taché
  - — Les olympiques: Ecole Pointe-des-Chênes
- Audio-visions
  - — La galerie d'art (Coopération I.M.S./D.R.E.F.)
- Audiogrammes
  - — Chansons du programme de musique
  - — La grossesse normale
  - — La sécurité

3. La production de didacticiels

Un programmeur est entré en fonction le 16 août dernier.

Grâce aux projets STEP et ATE, une liste impressionnante de modules a pu être développée.

- — Format Apple: 26 disquettes, soit 99 modules
- — Format Commodore: 41 disquettes, soit 311 modules

- Statistiques de l'année 1984
  - — Nombre de trousses complètes "Apple" fournies aux écoles: 31
  - — Nombre de trousses complètes "Commodore" fournies aux écoles: 31

Le but premier de ce secteur est de fournir aux usagers de la province les didacticiels nécessaires à leur enseignement.

La Direction des programmes de langues officielles et des services administratifs

Cette section a pour responsabilité, entre autres, l'administration des programmes de financement ou d'assistance en vertu de l'Entente fédérale-provinciale pour les langues officielles dans l'enseignement. Les dispositions de cette entente permettent à la province de récupérer du gouvernement du Canada une partie des coûts supplémentaires entraînés par l'enseignement en français dans le système public et dans les universités. Elles couvrent également les domaines de l'assistance financière aux étudiants et aux professeurs pour des études en français ainsi que le financement de certains projets. Cette section est également responsable de la montée et du contrôle du budget, de tous les services administratifs et du secrétariat de la Division.

Activités

1. En 1984, à la suite de négociations fédérales, provinciales et interprovinciales, la province du Manitoba put bénéficier de $2,009,600 en financement direct. Cette somme a permis:

   a) la continuation du financement à frais partagés de plusieurs projets spéciaux dont

le Collège communautaire de Saint-Boniface et les coûts d'opération du Bureau de l'Éducation française;

b) à 129 professeurs de/du français de perfectionner leurs connaissances linguistiques ou pédagogiques grâce à leur participation à des cours d'été spécialisés, soit au Collège universitaire de Saint-Boniface, soit dans d'autres institutions postsecondaires canadiennes;

c) à 416 étudiants du niveau postsecondaire d'entamer ou de poursuivre des études universitaires en français dans des domaines généraux ou spécialisés en bénéficiant de bourses de voyages ou de bourses d'études.

2. Sous les auspices du Conseil des ministres de l'Éducation du Canada (CMEC) et dans le cadre des programmes de moniteurs de langues officielles et de bourses d'été, financés par le Secrétariat d'État du gouvernement fédéral:

a) vingt-cinq étudiants postsecondaires manitobains exercèrent les fonctions de moniteurs de langue dans d'autres provinces canadiennes, alors que la Province accueillit 49 moniteurs dans les écoles publiques ou dans les universités du Manitoba;

b) deux cent cinquante-quatre étudiants reçurent une bourse de 1,260$ pour leur participation au cours d'été de langue seconde (d'une durée de six semaines) offert par 49 institutions canadiennes, alors que 225 étudiants vinrent au Manitoba pour étudier le français ou l'anglais comme langue seconde; et

c) trente étudiants franco-manitobains purent participer à un programme d'été de perfectionnement en langue française à l'Université du Québec, à Trois-Rivières, et quinze élèves franco-manitobains de la 11e année purent participer à un programme semblable à Jonquière.

Bureau de l'Éducation française Division

The Bureau de l'Éducation française Division is responsible for all French language education in Manitoba: the education of Manitoba's francophones in French and provision of appropriate French as a second language programs and courses of study to other Manitobans who desire such education. At the present time, the bureau is emphasizing curriculum and related professional development activities, measurement and evaluation, and research regarding various aspects of French language education. It is also responsible for the calculation and payment of various French language grants to school divisions as well as the negotiation, calculation and payment of a variety of grants and bursaries to individuals who qualify for such assistance. Further, it assesses the needs of the French and English language communities regarding French language education and communicates its findings to the Minister and Deputy Minister of Education for review and action.

The bureau's activities are carried out in Canada's two official languages

Objectives

1. Examine, develop and recommend policies and priorities to the Minister of Education concerning all aspects of French language education;
2. Promote, plan, implement, administer and facilitate all aspects of French language education for francophones and anglophones;
3. Ensure liaison and coordination with all other divisions of Manitoba Education (and their respective branches) for ancillary services which relate to the bureau's terms of reference;
4. Integrate all basic services essential to the development of French language education; and
5. Assist the Minister of Education in the negotiation and administration of all federal support programs for the promotion of official languages in education.

The Curriculum Development and Implementation Branch

The Curriculum Development and Implementation Branch designs and implements, on a continuing basis, a planned program of provincial curricula (K to Grade 12) for Manitoba's French language schools and Immersion schools. It also designs and implements, likewise on a continuing basis, a planned program for Manitoba's Basic French population. The branch also provides provincial curriculum services through a team of specialist consultants in curriculum implementation and evaluation.

Activities

1. Français as a first language (elementary)

An implementation session was offered to new teachers of français.

Piloting of new textbooks in Reading (grades 1-4) has been undertaken in several schools. Related workshops were presented to involved teachers in June and in October. An evaluation committee is working on recommendations concerning this new material.

Support regarding application of the objectives of the program in the classroom continues to be given.

Evaluation of different series for grades 5-6 was ongoing. Analysis and development of various teaching materials were continued.

A committee working on a revision of program objectives was established.

2. Français as a first language (secondary)

The implementation of the interim versions of the grades 9 and 10 programs was continued.

Workshops and committee-developed instructional materials supported the implementation process. Piloting of new textbooks was conducted in a number of grades 7 and 8 classes.

The writing of the Grades 11 and 12 programs was begun.

3. French as a second language — immersion (elementary)

Evaluation of the new grade 4 reading program was completed.

To assist in the implementation of the policy on reading in grade 1, two pedagogical documents were prepared and three information sessions were held to familiarize teachers with their contents.

A workshop on the teaching of French in an Immersion setting was given for grades 4, 5 and 6 teachers by Daniel Poulin, professor and researcher at Laval University.

Interim documents concerning grammatical content in grades 4 to 6 were prepared and distributed to teachers.

A document dealing with the general orientation for the teaching of French as a second language in Immersion (grades 1 to 6) was completed, and consultation meetings were held with divisional coordinators and principals.

Evaluation of textbooks was undertaken and analysis of various teaching materials was continued.

4. French as a second language — immersion (secondary)

Implementation of the grades 7-8-9 curriculum guides was continued.

The grade 10 interim guide was developed and is being piloted in 1984-85.

The general orientation of the grade 11 program was discussed.

5. Basic/Conversational French

For the Basic French 9-Year Program, implementation continued in grades 4, 5, 6 and 7.

Planning for the grade 8 level of the 9-Year Program was completed and initial preparation was done for the grade 9 level.

For the Basic French 6-Year Program pilot classes were established in grade 7, with program material revised, while initial preparation was done for the grade 8 level.

For the Basic French 3-Year Re-Entry stream, pilot classes were established in grade 10 with program material revised while initial preparation was done for the grade 11 level.

In-service training was offered to teachers of the Basic French programs and re-entry stream.

Services to teachers of Conversational French were maintained.

6. Micro-computing

"Micro-informatique" (Computer Awareness) curriculum for grades 4 and 5 has been made available in French (Apple and Commodore versions). It is a 30-lesson program including two student workbooks. There are 15 lessons per grade. Each lesson requires approximately 30 minutes of teaching. The grade 6 curriculum is currently being developed and should be ready by 1985.

The grade 7 "Micro-informatique" (Computer Awareness) curriculum has been made available in French (Apple version). The 26-hour course includes a teacher's guide and student's workbook. An interim guide is also available for Grade 8 students. This computer curriculum is being piloted in School Division No. 4 during the 1984-85 school year.

The "Sensibilisation à la micro-informatique 105" (Computer Awareness 105) curriculum is now available. A large quantity of complementary French software is also available through the "Direction des ressources éducatives françaises". Committees are working on the 205 and 305 courses.

More than 250 modules, that is 26 Apple and 41 Commodore diskettes, have been produced and revised. Most programs now show French accents. A great number of teachers were involved in this process.

7. Mathematics

At the primary and elementary levels, two booklets on problem-solving were prepared. Workshops were held for Kindergarten to grade 2 teachers and also for grades 3 to 6 teachers to facilitate the integrated utilization of these new documents with the existing curriculum guides. A new textbook was piloted in a few classes in grades 1 to 3.

At the junior high level, the preparation of a booklet on the use of the calculator was started. A workshop was held to present the existing curriculum guide to the new teachers of mathematics in grades 7, 8 and 9.

At the senior high level, the interim curriculum guides for "Mathématiques 200 and 201", along with a booklet containing exercises to accompany the 201 course were piloted. The interim curriculum guides for "Mathématiques 300 and 301", along with a booklet containing exercises to accompany the 301 course, were prepared. Modules designed for individualized learning were piloted for "Mathématiques 100 and 101". The preparation of similar modules for "Mathématiques 200 and 201" was started.

8. Social Studies

At the elementary level the grades 5 and 6 curriculum guides (Français and French Immersion) were piloted. Instructional materials for grade 4 (Français) as well as grades 5 and 6 (French Immersion) were piloted.

At the junior high level the curriculum guides for grades 8 and 9 (Français and French Immersion) were developed.

At the senior high level the curriculum guides for grades 10 and 11 (Français and French Immersion) were piloted. The development of the curriculum guide for grade 12 was begun.

9. Science

At the elementary level, the new program for Grades 3 and 4 (French Immersion) was implemented on a province-wide base. The interim curriculum guides for Grades 5 and 6 were piloted in schools throughout the province.

At the junior high level (French Immersion), an interim curriculum guide was completed, and a pilot of this same guide begun.

At the secondary level, the revised program for "Sciences 100-101" was implemented, while the piloting of "Sciences naturelles 201 et 301" was continued. A revised curriculum guide for "Physique 200" was written, and a pilot of the same guide begun. The writing of curriculum guides for "Chimie 200" and "Physique 300" was also begun.

Professional development workshops were also held on the following topics: energy, meteorology, rocks and minerals and boreal ecology.

Instructional materials for the junior and senior high levels were developed.

10. English

— French Language Schools

The official version of the grade 3 curriculum guide was distributed in September.

Revision of the grades 4-5-6 curriculum was begun as well as revision of the grades 7-8.

— French Immersion Schools

The official version of the curriculum guide for grades 1-2-3-4 was distributed.
Revision of the grades 5-6 curriculum guide was begun.

11. Physical Education

Three implementation sessions were held for the K to 3 teachers to complete the implementation of the K to 3 Physical Education program in the northwestern region of the province.

At the elementary level (4 to 6), the implementation of the program was completed.

At the junior level (7 to 9), certain sections of the program are being piloted.

A committee of teachers was established to continue the development of the program at the junior and senior high levels.

12. Health

At the elementary and junior high level, two units were piloted — Social and Emotional Well-Being and Safety. Support materials were also developed.

Two committees of teachers were established to develop the unit on Family Life and Sex Education.

13. Music

The programs of studies and teachers' guides for grades 1, 2, 3, and 4 have been completed and are accompanied by support materials.

These programs, teachers' guides, and materials are now being implemented.

14. Visual Education

Orientation sessions for grades 1 and 2 teachers who had not attended the previous sessions were held.

The grade 3 program of studies was revised and implemented.

The grade 4 program of studies (Français and French Immersion) was developed and piloting was begun in a selected group of schools.

A pilot project using art appreciation support materials in grades 1, 2 and 3 was undertaken in four schools.

Work on the development of the grades 5 and 6 (Français and French Immersion) programs of studies was begun.

The Educational Support Services Branch

This branch of the Bureau de l'Éducation française Division is responsible for a number of activities and services closely related to French language education in Manitoba schools. These include (a) the computation, distribution, and supervision of provincial grants to school divisions for the teaching of French as a first and as a second language; (b) pedagogical, administrative and cultural liaison with the various branches of Manitoba Education, school divisions, schools and a number of local, provincial, national and even international organizations involved with French language education; (c) analysis and evaluation of the special projects funded by the Bureau de l'Éducation française Division; (d) statistical analysis; (e) research projects directly related to French language education.

Furthermore, the Educational Support Services Branch is responsible for some interprovincial and international agreements, for the organization and support of a few cultural projects within the school system as well as providing some technical assistance to school divisions in the recruitment of qualified bilingual teachers for Manitoba's French language schools and French Immersion program schools.

Activities

1. Provincial grants to school divisions

In 1984, the Government of Manitoba distributed:

a) approximately $1,100,000 to ten school divisions for the teaching of French as a first language to some 5,800 students;

b) over $3,600,000 to twenty school divisions responsible for the teaching of French immersion to more than 10,000 students;

c) approximately $210,000 to twenty school divisions and two school districts involved in the new Basic French Program in which close to 19,000 students are enrolled; and,

d) about $260,000 to the forty-six school divisions and four school districts involved in the regular Conversational French course in which some 60,000 students are enrolled.

2. Liaison

In September, the Educational Support Services Branch of the Bureau de l'Éducation française Division assigned two of its education officers to the task of acting as liaison officers between the bureau and the schools which have French as the language of instruction. One works one quarter time with the 34 French language schools and the other works half-time with the 62 schools offering a French Immersion program. Information session requested by parents and school boards have led to the opening of two new kindergarten programs in the province. In addition to a close liaison with the department's other branches, it should be noted that liaison was also maintained with an increasing number of provincial and national associations involved with French language education.

3. Research

The provincial evaluation of French Immersion programs, completed in 1983, was translated, summarized in French and English and distributed to the various client groups involved in Immersion education; school boards, educators, school administrators, universities and parent groups. Further, numerous proposals were prepared with a view to rationalizing the procedure for program evaluation at the Bureau de l'Éducation française Division. The Education Support Services Branch maintains close working relationship with those responsible for measurement and evaluation in the Program Development and Implementation Branch (English sector) as well as with the Planning and Research Branch. this collaboration has resulted in a survey of teachers with respect to the implementation of the Social Studies program, the development of an item bank as curriculum assessment support materials for Social Studies programs (grades 5, 6 and 7) and the evaluation of the Social Studies program in grade 12. As well, schoo! divisions were surveyed to determine the need for teachers in "Français", French Immersion and Basic French programs.

4. Data Collecting and Analyses

The collecting and analysis of enrolment data was completed in order to calculate, prepare and distribute French-language grants to school divisions offering "Français", French Immersion and Basic French programs. The data was also used to prepare summary tables showing the percentage of French instruction by subject and by grade for the French language school from grades 1 to 9. Divisional summaries as well as a provincial summary were prepared for the French language schools and for schools offering the French Immersion program from grades 1 to 6. As well, information with respect to teacher characteristics in the various programs taught in French was gathered from the media file and used in the preparation of a model for projecting the needs for teachers in these programs.

5. Cultural Projects

With the cooperation of sixteen Manitoba cultural associations and eight out-of-province cultural organizations, the Educational Support Services Branch coordinated and helped in the realization of 22 cultural projects which benefited 15,000 students in the French language schools and Immersion schools of the province. In particular, the branch participated in the creation of eight cultural presentations such as twinning of schools, "Festival théâtre jeunesse", la "Chorale des Blés au Vent", etc. Eight materials production workshops were developed and supervised by the branch for the purpose of preparing students and teachers to better appreciate the various cultural activities offered. An emphasis was placed on encouraging local artists to perform in Manitoba schools. In September of this year, a specialist in the area of cultural integration was hired, in cooperation with the school divisions, to develop a pedagogical document for teachers. To commemorate the 100th Anniversary of Louis Riel's death in 1885, instructional kits were prepared for use in Manitoba schools where French is the language of instruction.

6. Recruitment of Bilingual Teachers

Close to 60 applications for teaching positions have been received by the Educational Support Services Branch in the area of French language education. Many of those applications have been forwarded to superintendents and principals who have called upon the branch's service to act as an intermediary between applicants and school divisions. At the request of seven school divisions, the branch has been of assistance in the hiring of about 12 teachers in Manitoba.

7. Cultural-Educational Agreements

Under the agreements France-Canada, Belgium-Canada and Québec-Manitoba, the Educational Support Services Branch was involved in the realization of 21 projects for teachers and students. Eighteen teachers and two curriculum consultants participated in professional courses in France and two teachers attended courses in Belgium. As well, two students followed courses in Québec. Ten consultants from Québec came to Manitoba and presented workshops and seminars in areas such as Computer Science, production of instructional materials, pedagogy and other disciplines.

A new project this year involved the twinning of students from Manitoba with nine students from Québec for a six-month period.

8. Adult Non-Credit Courses in French

During the year this branch has assisted in the funding of part of the tuition fees for nearly 3,000 adult students taking French courses through the four university institutions in this province — University of Manitoba, Brandon University, University of Winnipeg and the Collège Universitaire de Saint-Boniface.

9. Contentious Issues

Since a number of the issues surrounding French language education are contentious, liaison officers are called upon to act as mediators, resource persons and coordinators between differing parties.

The Library and Materials Production Branch

The branch includes a French language library, an instructional materials production section and a micro-computer software production section. It is located at 200, avenue de la Cathédrale, in St. Boniface.

General Objectives

1. To provide leadership and professional support in the assessment, development, selection and use of media as an integral part of the teaching/learning process, as pertains to French language education;
2. To provide French language printed materials and audio-visual software and services to Manitoba French language teachers (K-12), Department of Education employees and education professionals; and
3. To select, develop and produce French language media materials for educational use in conjunction with curriculum needs in the province.

Activities

1. The Library

The library which consists of more than 50,000 items, has as its main goal the loan of printed materials and audio-visual software to users. Users can also benefit from the reference and information services of the branch. In addition, a large selection of educational magazines is available. The number of users is now exceeding 1,500. This section presently has two circulation desks: one for films & videos and the other for all other library activities. We are also responsible for school library services. Four meetings were held this year.

- Statistics for 1984
  - — Loan of documents: 51,300
  - — Requests (information): 1,200
  - — Requests (reference): 1,900
  - — Guided tours of the branch: 110
- Writers-in-residence program
  - — Daniel Sernine
  - — Michelle Provost
  - — Claude Lafortune
  - — Marie-Andrée Warnant Côté

2. Production of Instructional Materials

The primary goal of the production section is to provide Manitoba's French language teachers with the instructional materials and resources needed to improve the teaching/learning environment.

In 1984 the following projects were realized:

- Video
  - — Une journée à la Direction des ressources
  - — Série sur Daniel Poulin: consultation du dictionnaire
    : la lecture
    : l'évaluation
    : le savoir écrire
  - — Série sur Ambroise Lafortune
    : mon journal
    : la communication
    : ma vocation
  - — Maurice Deniset raconte Manito et Jéronimo
  - — Aventures manitobaines — français (FL_1) 7e année
  - — La gazette de Lacerte — français (FL_1) 8e année
  - — La science-fiction: Daniel Sernine
  - — Série auteurs francophones des prairies: Annette Saint-Pierre, Paul Ruest
  - — Le Réveil: journal du C.U.S.B.
  - — Conférence sur la Méthode dynamique
  - — Ballet/Jazz — Ecole St-Léon
  - — Marcel Gosselin: sculpteur
  - — Théâtre marionnettes: Ecole Taché
  - — Les olympiques: Ecole Pointe-des-Chênes
- Slide and tape presentation
  - — La Galerie d'art (coproduction I.M.S./D.R.E.F.)
- Audio Programs
  - — Songs for the Music program
  - — La grossesse normale
  - — La sécurité

3. Microcomputer Software Production

The primary goal of this section is to provide Manitoba's French language teachers with the microcomputer software needed to improve the teaching/learning environment.

The programmer assumed his duties on August 16, 1984.

Through the two programs STEP and ATE, we developed many programs:

Format: Apple 26 diskettes	99 programs
Format: Commodore 41 diskettes	311 programs

- 1984 Statistics
  - — complete kit of diskettes (Apple) sent to 31 schools
  - — complete kit of diskettes (Commodore) sent to 31 schools

Official Languages Programmes and Administrative Services Branch

This sector supervises the Federal-Provincial Agreement for Official Languages in Education to maximize benefits for the Province. The agreement provides assistance for French language education to students and teachers by means of bursaries and fellowships. It also includes the Official Languages Monitors' Program and adult education opportunities. This sector is also

responsible for the preparation and control of the division's budget and for all administrative, clerical and secretarial services to the division.

Activities

1. In 1984, as a result of federal, provincial and inter-provincial negotiations, the Province of Manitoba received $2,009,600 in direct financing. These monies were used:

   a) for the continued shared-costs funding of many special projects, such as the St. Boniface Community College and the Bureau de l'Éducation française's operational costs;

   b) to assist 129 teachers in their pursuit of linguistic proficiency or pedagogical upgrading by offering them financial assistance so they could attend specialized courses at St. Boniface College or at other Canadian post-secondary institutions;

   c) to provide scholarships to 416 postsecondary students who were pursuing their studies in the French language.

2. Under the auspices of the Council of Ministers of Education, Canada (C.M.E.C.), and within the terms of reference of the Official Language Bursaries Program as financed by the Secretary of State Department, the following occurred:

   a) twenty-five Manitoba post secondary students worked as language monitors in other Canadian provinces, while Manitoba received 49 monitors who worked in our public schools and universities;

   b) two hundred and fifty-four students each received a $1,260 bursary to participate in six-week second language courses offered by 49 Canadian institutions, while 225 students came to Manitoba to study French or English as a second language; and,

   c) thirty native French-speaking Manitoban students participated in a French language summer program at the University of Québec in Trois-Rivières, and fifteen native French-speaking Manitoban grade 11 students participated in a similar program at Jonquière.

Administration and Finance Division

Departmental Administrative Support Services Branch

The objectives of the Departmental Administrative Support Services Branch are to provide required internal administrative services to the Department through various functions as well as administrative services to assist the delivery of education to all Manitobans through the Directorate's various support functions. These functions include transportation, special schools, field oriented assistance, provision of capital facilities, administration of legislation and regulations and the operation of the Minister's office, Deputy Minister's office and General Administration.

Changes in Legislation — 1984

Revisions to two statutes, which are the responsibilities of the Minister and the department, were undertaken during the 1984 session of the Manitoba Legislature.

Under The Public Schools Act a significant change in the availability of information for the general public was made. School board budget information has been added to financial report information which is to be made available for review. Any resident of the province may seek from any school board of trustees, records of budgetary and financial nature within a five year period of any request. Any resident may copy such reports at the expense of that person.

The original three year Education Support Program was extended for a further one year period and the pertinent sections of The Public Schools Act were amended accordingly. The revisions to the Act provided the necessary changes in the formulas for the financial support program.

Changes were made in The Teachers' Pensions Act to reflect and provide for requirements under the new Pensions Benefits Act. Further review of this Act will continue in anticipation of additional adjustments which may be necessary to implement all benefits for persons concerned.

One additional item of legislation respecting the portability of the rights of teachers to due process was proclaimed during 1984. The period of teaching service accumulated with another school board in the province within a three year period, and which was in excess of one full school year, is deemed to be time of employment with a new school board for purposes involving termination of agreements.

Special Schools

Educational services for pupils resident in unorganized territory throughout the province are the responsibilities of the Minister of Education through Section 207 of The Public Schools Act. Where no other school authority exists arrangements are made with school divisions by this branch of the department. In some cases Indian Bands and the federal government offer cooperation to provide for the needs of the pupils involved.

The Falcon Beach School in the Whiteshell Provincial Park continues in operation for children of Grades 1 to 8. Other pupils of that area attend schools in the Agassiz School Division No. 13 and the Hanover School Division No. 15 mainly for Grades 9 to 12 through agreements with school boards. Transportation of the pupils forms part of the services.

The Falcon Beach School also provides facilities for local volunteer groups to conduct a day care/ nursery program.

Pupil Transportation

Objectives:

To promote the safe, adequate, efficient and economical operation of the pupil transportation system.

Major Activities:

The section provided 'state of the art' pupil transportation information through the regular production of a newsletter and initiated a technical information publication for school bus mechanics. School bus maintenance programs were evaluated through the inspection of vehicles for possible replacement and through analysis of the provincial 'Every Bus Inspection Program'. The results were tabulated and communicated to local school boards.

Recommendations in regard to school bus specifications and purchases were submitted to the Public Schools Finance Board. Supply of new school bus vehicles was coordinated through specification preparation, on-line quality control audits and final inspection of completed units.

Every school bus accident was analysed, results were communicated to local school boards, and used in the further development of driver training material.

Seminars were held for school bus mechanics. A School Bus Driver Instructors' Course was also conducted. The annual Conference for Pupil Transportation discussed every aspect of the operation.

School Bus Safety Week promoted the theme, "Protect Our Children" and was directed toward the improvement of safety in every area.

Statistics:	1984	1983	1982	1981	1980
Buses a) division owned	1,578	1,552	1,544	1,571	1,541
b) contract	263	292	308	342	332
Eligible transported pupils	55,916	56,251	55,616	56,441	58,393

Finance Branch

A new method of funding public school education was introduced in January, 1981. The Education Support Program which replaced the former Foundation Program provides the 47 school divisions and 7 remote districts with substantial revenue while at the same time they continue to derive revenue from other support, other revenues and special levy on real property.

A. Education Support Program

The Education Support Program is established by the Provincial Government in The Public Schools Act and in related regulations, and is administered by the Public Schools Finance Board. The Education Support Program is comprised of the three following components:

(a) operating support

(b) extra operating support

(c) capital support

Operating Support

The operating support of a school division is based on the following data:

ELIGIBLE ENROLMENT is the enrolment on the preceding September 30, less non supportable pupils.

BASE ENROLMENT is 75% of the eligible enrolment for 1981 adjusted for any additional supportable or non supportable pupils.

WEIGHTED BASE ENROLMENT is the base enrolment for divisions and districts north of the 53rd parallel multiplied by 1.16.

The number of BASIC OPERATING UNITS is determined by dividing the base enrolment, or where applicable the weighted base enrolment, by 50 and adding one for any remainder.

The operating support of a division consists of the following:

1. Basic operating support is $109,200 per basic operating unit.

2. Pupil support is $200 per pupil for each pupil in the eligible enrolment in excess of the base enrolment.

3. Transportation support is $410 per transported pupil plus 62.5¢ per loaded kilometer for distances per bus route in excess of 80 loaded kilometers per day, but may not exceed the transportation expenditures.

   A transported pupil is defined briefly as a pupil who lives farther than one mile from school and who does not reside in a city, town or village.

4. Special needs support is the total of (a), (b), (c) and (d) but may not exceed the total expenditures for special needs.

   (a) Coordinator and Clinician support based on the number of eligible units determined by dividing the eligible enrolment by 900 and adding one for any remainder, or the number of qualified personnel employed, whichever is the lesser,

   multiplied by: $34,100 for one coordinator and

   $31,000 for each remaining clinician.

   (b) High incidence support based on the number of eligible units determined from the following schedule:

Eligible Enrolment	Number of Eligible Units
Greater than 2,275	Divide by 325 and add 1 for any remainder
2,275 or less but greater than 1,800	7
1,800 or less but greater than 1,350	6
1,350 or less but greater than 1,050	5
1,050 or less but greater than 750	4
750 or less but greater than 450	3
450 or less but greater than 300	2
300 or less but greater than 150	1
150 or less	0

   or the number of qualified personnel employed, whichever is the lesser, multiplied by $23,000. If so desired, two teacher-aides may be employed instead of one qualified teacher.

   Personnel employed as special resources, occupational entrance teachers or teacher-aides or as teachers of the gifted are included.

   (c) Low incidence I support based on $3,300 for each pupil who is trainable mentally handicapped, moderately multi-handicapped, severely physically handicapped, severely hearing impaired, severely visually impaired, very severely learning disabled or very severely emotionally disturbed.

   (d) Low incidence II support based on $6,600 for each pupil who is severely multi-handicapped, severely psychotic or autistic or profoundly deaf.

5. Vocational Industrial support is the number of eligible units determined by dividing the full time equivalent enrolment by 15 and adding one for any remainder, or the number of qualified personnel employed, whichever is lesser, multiplied by $23,000, but may not exceed the total expenditures for vocational industrial programs.

6. English as a Second Language Support for immigrants/natives is either (a), (b) or (c) but may not exceed the total expenditures on English as a Second Language Instruction.

   (a) In divisions where immigrant/native enrolment is less than one percent of the eligible enrolment, the immigrant/native enrolment is multiplied by $660.

   (b) In a division where immigrant/native enrolment is one percent or more but less than five percent of the eligible enrolment, the support is the number of eligible units, determined by dividing the eligible enrolment by 1,600 and adding one for any remainder, or the number of personnel employed, whichever is lesser, multiplied by $23,000.

   (c) In a division where immigrant/native enrolment is five percent or more of the eligible enrolment, the support is the number of eligible units, determined by

dividing the eligible enrolment by 800 and adding one for any remainder, or the number of personnel employed, whichever is lesser, multiplied by $23,000.

If so desired, two teacher-aides may be employed instead of one teacher.

7. The print and non-print grant is $40 per pupil, $30 of which must be expended through the Manitoba Textbook Bureau. Any unexpended balance of the $30 per pupil remains as a credit at the bureau. The remaining $10 is for computer software.

Compensatory Support

A $2 million compensatory program fund has been established to be used to fund 100 percent of the costs of new approved programs. School divisions apply for funding on the basis of **school level** eligibility and programs at the **school level.** Applications are considered when the school's population is from families reflecting a significant percent of:

low income

unemployment

low educational level of parents

mobility or migrancy

single parents

English or French as a Second Language

Extra Operating Support

The eligible expenditures of a school division for 1984 are defined in The Public Schools Act as:

the expenditures of the school division in 1980, less capital expenditures and less revenue earned during 1980 from the Government of Canada, individuals, Indian Bands, other school divisions, other sources and the Government of Manitoba for services, which if the Education Support Program had been in effect in 1980, would not have been supported by the Education Support Program,

divided by the eligible enrolment for 1980,

increased by the Canada all item consumer price indices for the years ending September 30, 1980, September 30, 1981, September 30, 1982, and by 3 percent and,

multiplied by the eligible enrolment for 1984.

The extra opening support is 60 percent of any remainder when the eligible expenditures are reduced by:

(a) 10 percent of the eligible expenditures, and

(b) the total operating support

Capital Support

Capital support consists of the following:

1. support for school construction
2. support for buses used for pupil transportation
3. support for vocational equipment
4. support for major capital projects in the main categories of building programs, upgrading programs and renovations
5. support for minor capital items which is determined for each division as:

$$\frac{\frac{A}{B} + \frac{C}{D}}{2} \times \$3{,}000{,}000$$

where A = sum of ages of active school buildings in the division.

B = sum of ages of active school buildings in the province.

C = sum of areas of active school buildings in the division.

D = sum of areas of active school buildings in the province.

Financing the Program

The Education Support Program Base for 1981 is set in The Public Schools Act at $497,238,324.

The Education Support Program Base for 1984 is the 1981 Base,

divided by

the total eligible enrolment for 1981

multiplied by

the increase in the Canada all items consumer price index for the years ending September 30, 1981, September 30, 1982 and by 30 percent

multiplied by

the total eligible enrolment for 1984.

The total of the Education Support Program for any year equal to 85 percent of the Education Support Program Base.

Financing of the Education Support Program is provided from consolidated revenues of the province with the remainder of the requirements being provided through an across the province levy on farm and residential and other property.

For 1984, based on balanced assessment, these mill rates are 43.7 mills on farm and residential property and 81.7 on other property.

B. Other Support

The Provincial Government also provides other support towards the operating costs of school divisions. This support includes grants for small schools, early identification, evening school, bilingualism, and two supplementary programs:

Eligible Expenditure Supplement

The eligible expenditure supplement provides additional support in 1984 equal to 90 percent of difference between the eligible expenditures, 1984 and the adjusted eligible expenditures, 1984 multiplied by .30,

where

Adjusted eligible expenditures are determined by multiplying the 1984 eligible expenditure by .70 and adding $1,085 for each eligible pupil. The adjusted eligible expenditure may not exceed the net operating expenditures for 1984.

Equalization Supplement

The equalization supplement provides additional support for divisions with a balanced assessment per pupil of less than $25,000.

The support is equal to 45 percent of the equalization factor multiplied by the Eligible Special Levy requirement,

where

the equalization factor is equal to

$$1 - \frac{\text{division's balanced assessment per pupil}}{\$25{,}000}$$

and

the Eligible Special Levy requirement is equal to

the adjusted eligible expenditures

less

operating and extra operating support from the Education Support Program

less

the eligible expenditure supplement.

C. Other Revenue

School divisions receive other revenue from a variety of sources including the Government of Canada, opted out Indian Bands and other school boards.

D. Special Levy

The remainder of the total education revenue requirements for each school division is made up through a special levy. This special levy is raised on the assessable property within each school division. The mill rates, therefore, vary throughout the province.

Government Support

Through the Education Support Program and other support, it is anticipated that the Provincial Government will support approximately 54 percent of education costs in Manitoba in 1984.

Management Information Services Branch

The Management Information Services Branch is responsible for the development and implementation of administrative systems that provide Manitoba Education with a continuous, structured and integrated basis of gathering and disseminating computer based information. These administrative systems must provide for operating requirements and facilitate planning processes and ongoing decision making. The branch is also responsible for the ongoing operation of the computer centres.

Objectives:

1. To develop, implement and document computer based administrative systems for the purpose of enhancing the operation and improving the cost effectiveness of all divisions of the department.
2. To develop an effective and necessary information base of use to the department and to other possible agencies such as schools.
3. To coordinate the gathering and dissemination of information.
4. To enhance the availability of computer based information to all branches of the department.
5. To provide ongoing data processing services to students enrolled in the computer analyst/programmer diploma and certificate course and in computer related evening courses.

Activities:

1. An on-line computer system was designed and implemented for the processing of student aid applications. The new system has significantly improved the processing of student loan and bursary documents. The system provides on-line inquiry and input to a computer data base

from any of 13 terminals located at the Student Aid office. Direct inquiry to the data base via computer terminals is also available at the student aid offices located at the University of Manitoba, University of Brandon and the three Manitoba community colleges.

2. Development of a computerized system is currently in progress to replace the present Teacher Information system. The new system will support on-line computer terminals to permit the direct entry and retrieval of teacher information thus significantly reducing current processing and turn around time.

3. The Public School Finance modelling system was expanded to allow for a number of new grant formulae. This system will assist the Finance Branch in the planning and administration of public school finance.

4. Development of the FRAME computer system was completed. This system provides the Finance Branch with the automated means to analyze and report financial and statistical information for each school division.

5. Data processing services were provided to the Bureau de l'Éducation française to calculate grants, grant projections and detailed enrolment reports. This service facilitates the Bureau de l'Éducation française in allocating grants to the Française, French Immersion, core, basic, and conversational French programs and to plan future requirements.

6. Coordination of word processing studies and equipment selection continued through 1984. The centralized system at 1181 Portage Avenue was expanded to serve the Native Education Branch and the Bureau de l'Éducation française. Shared resources systems were also installed at 1200 Portage Avenue, the Correspondence School and Red River Community College.

7. In cooperation with Assiniboine South School Division, an enrolment projection system was modified to operate on an I.B.M. personal computer. This system will be made available for general use to all Manitoba school divisions having an I.B.M. compatible microprocessor.

8. The P.A.C.E. financial system was enhanced to allow for the direct entry and update of financial account codes through a computer terminal.

9. Development of the on-line student record keeping system for the three community colleges was interrupted and implementation delayed to the summer of 1985. This item was referred to in the 1983 annual report.

Teacher Certification and Records Branch

The Teacher Certification Office is responsible for the following activities:

1. The evaluation of teacher qualifications for certification and teacher salary classification purposes;

2. The maintenance of a teacher records system;

3. The issuance of statements of professional qualifications of teachers;

4. The provision of statistics on teachers as required by the Department of Education and other educational bodies;

5. The maintenance of liaison with educational authorities in matters dealing with teacher education and certification.

In large measure, the data gathering responsibilities related to the media file were transferred to the Management Information Services Branch.

The Board of Teacher Education and Certification

The Board of Teacher Education and Certification is a body which advises the Minister of Education on matters dealing with teacher education, standards for certification, and policy governing the assessment of teacher qualifications for certification and salary classification purposes.

The Evaluations Committee

The Evaluations Committee is a body which adjudicates complaints by teachers on decisions made by the Teacher Certification Office.

During 1983-84, 47 cases were heard during eight meetings.

Certificate Review Committee

The Certificate Review Committee advises the Minister of Education on any case in which a teacher's certificate is to be reviewed for any cause which the Minister deems sufficient. During 1983-84, one case was heard.

Student Academic Records

Objectives

Student Academic Records is responsible for providing services to high school students, parents, the public and school officials related to:

1. Issuing of official transcripts of academic achievement.
2. Appraisal of academic credentials upon request.

Responsibilites regarding the collection and maintenance of permanent high school academic records were transferred to Management Information Services Branch.

Activities

During the past year, the staff recorded academic achievement in more than 293,000 courses completed by 48,810 senior high school students. Statistical summaries of official statements issued and credentials appraised appear in Table 6 of the Appendix. Medals and awards were distributed to the recipients as listed in Table 7.

In the course of these activities, the staff continued to provide advice and assistance to students and school officials. Special emphasis has been placed on continuing communication and co-ordination with schools to streamline collection procedures for academic records.

Teacher Information System

During 1984, information was collected from approximately 13,597 teachers in public and private schools. Supplemented by data collected from school boards and schools, this constitutes the basis of the Teacher Information System.

Extensive use of the report and label facilities was made by other branches of the department in the fulfillment of their program objectives. Data was provided to the Manitoba Teachers' Society, Statistics Canada, the Teachers Retirement Allowance Fund, The Red Cross and other agencies. A growing interest on the part of school boards to use data collected for divisional purposes has been noted in the past year, and every effort has been made to provide such services to reduce manual data manipulation.

Post-Secondary, Adult and Continuing Education Division

The Post-Secondary, Adult and Continuing Education (PACE) Division includes the three Manitoba Community Colleges, Assiniboine in Brandon, Keewatin in The Pas, and Red River in Winnipeg, the Adult and Continuing Education Branch, the Student Aid Branch and the Student Aid Appeal Board as well as branches responsible for Administration and Finance, Personnel and Programming. PACE is also responsible for the Core Area Training and Employment Agency, which is the education component of the Canada/Winnipeg Core Area Initiative.

Its mission is:

- To increase accessibility to post-secondary education for those individuals and groups who, due to cultural, socio-economic, geographic or other factors, have participated only marginally in post-secondary education.
- To increase integration in the development and delivery of services in order to increase the cumulative benefit derived from the variety of educational services within post-secondary education.
- To increase flexibility in the delivery of education and training so that the post-secondary education system can respond to diverse learning needs.
- To increase the capability of post-secondary education as a major contributor to human resource development.

In April, 1985, the Minister of Education announced a new strategy for training in post-secondary education. The strategy comprised five very specific goals that related directly to the mission of PACE. They are:

— to develop adaptive and flexible training for new social and economic conditions;

— to develop and foster adult education;

— to increase accessibility and equality of results;

— to develop an integrated success-based student support system; and

— to enlarge the capacity to market the human and technical skills of the province.

Initiatives are broad-based and wide-ranging as they relate to the design, delivery and approach to post-secondary training. Major initiatives include:

— Phased modularization of training programs

— Expansion of computer assisted learning

— Generic skills training

— Increased use of industry as a training site

— Increased use of high schools in training

— Integration of training with economic development priorities

— Introduction of a new program planning and evaluation system

— The use of modern technology to deliver programs at a distance

— Expansion of community-based training through outreach centres

— Increased opportunities for part-time study

— Accreditation for non-formal training programs and experiential learning

— Redesign of adult basic education training

— Broadened access programs for women and handicapped workers

— Increased linkages between student aid and the other special student access areas

— Development of a computer-based student assistance and counselling system

— Establishment of an integrated student financial and academic counselling network

— Creation of community advisory committees for each of the community colleges

— Development of new programs in Adult English as a Second Language and literacy

— Establishment of an international technical assistance office and increased involvement in international education

— Major focus on staff and professional development

Implementation of the initiatives is the responsibility of the PACE Division. Since April, staff throughout all branches of PACE as well as in the community colleges have been working on the development and implementation of various components of the initiatives. Details on specific activities can be found in the reports of the branches and the community colleges.

Under terms of a three-year agreement signed with the Government of Canada in September, 1982, the province provided institutional training using the resources and facilities of the community colleges and other training centres. Manitoba will receive over $21 million from the Government of Canada for institutional training during 1984-85. A new thrust this year was funding to provide part-time training for women.

Other components of this National Training Act Agreement include industrial training, which assists business and industry to train their workers, and the Skills Growth Fund, which provides financial assistance to establish, expand or modernize training facilities in order to help overcome skills shortages of critical importance.

In June, 1984 the department announced jointly with the Government of Canada that $992,000 from the Skills Growth Fund had been allocated to Red River Community College to assist in the establishment of a new manufacturing technology training facility. The grant will allow the college to purchase computerized manufacturing equipment and expand upon training thrusts begun under Skills Growth Fund Projects during 1983. Community college projects approved last year under the fund are now operational or will be completed Spring 1985.

The National Training Act Agreement has now been extended until March, 1986.

Manitoba Community Colleges

Objectives

The Manitoba Community Colleges provide educational services at the post-secondary level to adult learners in Manitoba. Programming includes day and evening courses in trades and technologies, applied arts and businesses, health sciences and continuing education. The courses are offered to those persons who wish to acquire or upgrade marketable skills or social and academic skills.

Three major centres, Assiniboine Community College (ACC) in Brandon, Keewatin Community College (KCC) in The Pas and Red River Community College (RRCC) in Winnipeg, deliver community college programs throughout the province.

Activities

Overall enrolment for the calendar year 1984 totalled 31,369 students. This is down from the 1983 total of 34,477, the second highest enrolment in community college history. The decline

came primarily in the area of evening course enrolment. Adult basic education enrolment increased at all three colleges during 1984.

During the year, national searches for new directors of Assiniboine Community College and Red River Community College were undertaken. In each case, the search was conducted by a selection committee that included representation from students, staff, business, labour and community groups. The new ACC Director was appointed in May while the appointment of the RRCC director was announced in October. A similar type of search was conducted during 1983 for a new Keewatin Community College director.

All three community colleges are presently undergoing administrative reorganization designed to better utilize resources and support on-going and new training initiatives. Because reorganization is in its early stages, the reports of the three community colleges contained in this Annual Report will reflect the structures in place during the majority of the year.

In September, the Minister of Education announced that community advisory boards would be established for each of the three colleges. Each board will advise on the short and long-term training needs of its community. It will also advise on ways to increase community access to programs, services and facilities and help the college develop effective links with other educational agencies. Each college advisory board will be different in make-up in order to reflect the characteristics of the communities its colleges serves.

By the end of the year, most of the organizations asked to name representatives to the boards had identified the people they wished to serve. The initial meetings of the boards are expected to take place early in 1985 with at least four meetings planned annually.

Course advisory committees, comprised of representatives from business, industry and the colleges, as well as graduates, continued to provide the community colleges with relevant information and expert advice about training programs and manpower requirements.

Under a new tuition fee schedule, which went into effect July 1, 1984, the tuition fee for two-year diploma courses and certificate courses of one year or less was increased from $36 per month to $39 per month. The evening course fee rose to $1.45 per instructional hour from $1.35.

The community colleges again provided training for international students under terms of agreements with the Canadian International Development Agency. Students from Kenya, Libya, Nigeria and Tanzania received training in courses at Assiniboine Community College and Red River Community College.

The colleges continued to be responsible for developing and monitoring training courses and certifying graduates of courses conducted under the Canada Manpower Industrial Training Program. During 1984, over 1,000 contracts were serviced in Manitoba by the three community colleges.

On December 6, 1984, a very successful Senior Citizen Day was held at Assiniboine Community College and Keewatin Community College. Approximately 300 seniors took part in tours, seminars, demonstrations and other special events conducted by college staff and students. Red River Community College has scheduled its Senior Citizen Day for February 14, 1985.

Red River Community College

Objectives:

To provide education for working life to meet individual aspirations of adult learners and the skilled labour market needs of the economy.

Activities:

Red River Community College (RRCC) offered over 80 full-time day courses, 20 apprenticeship courses and several hundred evening and special courses this year, Program offerings ranged through basic literacy and job preparation, adult education, applied arts and business, health and personal services, industrial and technology and teacher education.

Course advisory committees, composed of students, staff, graduates and representatives from enterprise and labour and private and public agencies provided the college with information and advice on programming. A number of courses operated on a co-operative basis with a related industry and many included a training period with business or industry. College students received training on-campus and in extension centres as well as in hospitals, personal care homes, day care centres, bakeries and other business and industrial sites.

Total enrolment for the 1984 calendar year was 24,632 students. This is down from the 1983 total of 26,672. Full-time day courses had a slight decrease in students. Adult basic education enrolment, however, was up from the previous year. Evening courses suffered a decline in enrolment during 1984.

The first stage of a $6 million project that included the construction of a new auto-diesel shop and conversion of the old shop to a metals trades training facility was completed in October. Students are now receiving instruction in the new building located on the north-east side of the college campus. This includes an additional class of diesel students as well as the classes that were previously conducted off-campus in the provincial government building on Henry Avenue. An official opening is planned for early 1985.

Renovations to the former auto-diesel facilities are presently underway with completion schedules for the summer of 1985. When the work is finished, the renovated area in the east end of Building B will accommodate machinists, tool and die makers, mould and pattern makers, boiler makers, steel fabricators, welders and electricians.

In response to the tremendous growth of computer resources within the college, an educational computer services department was established this year. This department provides and co-ordinates computer resources for all instructional use and responds to direction from an advisory committee which consist of members from the different college divisions.

To date, this department has provided computer literacy and computer application training to over 200 staff members and the plan is to have 80 percent of the college staff computer literate within two years.

As part of the PACE-wide initiative to convert the program delivery system to an individualized competency based learning (ICBL) system, the college has identified ten percent of existing courses to be converted in the 1984/85 academic year.

These courses include:

Heavy Duty Mechanics
Motor Vehicle Mechanics
Applied Photography
Medical Laboratory Technology
Chemical Technology
Institutional Food Supervisor
Child Care Services
Hotel and Restaurant Administration

The four main training divisions of the college are Applied Arts and Business, Health Sciences, Industrial and Technology and Adult and Continuing Education. The Student Services and the Administration and Support Services sections are other major responsibility centres.

The College is student participation oriented with students involved on appropriate committees such as the college council, course advisory, work place safety and health, athletic and food services.

The Students' Association is a body incorporated under its own provincial act. The association operated a general store, vending machines, a closed circuit TV system, a campus radio station, a student newspaper and a host of student activities.

A major step toward a Students' Association building project was taken this year when an agreement with the province was reached to allow for the collection of an additional $2 per month student fee to support the building program. Students' Association plans include the hiring of a professional fundraiser to raise the required capital. Construction of the building is hoped to begin in 1990.

During the year the Students' Association donated a whirlpool and other equipment to the Physical Education Department for use in the athletic therapy room.

Other campus facilities include the Community College Access Program for disadvantages residents of northern Manitoba; RRCC Daycare Centre Incorporated; Canada Employment Centre; and the Department of Government Services; which operates and maintains the physical plant and grounds.

The Applied Arts and Business Division

The Applied Arts and Business Division offered over 25 full-time day courses in the areas of Applied Arts, Business Administration, Business Education and Teacher Education.

The Applied Arts section includes courses in Advertising Art, Barber Styling, Creative Communications, Graphic Arts and Applied Photography.

The Barber Styling course underwent a curriculum review. Members of the industry were invited to spend two days at the college in a workshop conducted by a representative from Holland College, P.E.I., for the purpose of defining the range of competencies required of barber stylists.

Approval was received to establish an Applied Photography diploma course during the year and the first students enrolled in September. The course curriculum was developed using the individualized competency based learning method.

Advertising Art and Creative Communications students participated in a cultural exchange program with students of Holland College. The program was sponsored by the Association of Canadian Community Colleges. Students of these

two courses also jointly participated in a major project for the Winnipeg Chamber of Commerce through the Paul, Phelan and Perry Advertising Campaign awards.

Advertising Art students had many opportunities to apply their theory to practical situations. Projects were undertaken for the Consul General of Japan, Manitoba Hotel and Restaurant Association and the Advertising Club of Winnipeg. Students designed a visual identity program for the City of Winnipeg Parks and Recreation Department.

Creative Communication students produced a pilot classroom newspaper, "The Type" with technical support from Graphic Arts students. Other practical projects undertaken by the Creative Communications students included production of a half-hour "City Sources" television series, production of audio-visual material for the Committee on Wife Abuse, and a performance at the Manitoba Community Theatre Festival in April.

The Business Administration section is responsible for the Business Administration, Business Accountancy, Commerce/Industry Sales and Marketing, Computer Analyst/Programmer and Computer Programming courses. In addition, this section now includes food services courses such as Commercial Baking, Commercial Cooking, Chef Training, Fast Food Service Supervisor, Meatcutting and Hotel and Restaurant Administration.

In addition to its regular courses, the Business Administration section introduced three integrated programs this year. The new programs were a 10-month Computer Programming Certificate course, a 15-month Business Accountancy course, and a three-year Business Administration program. Students in these courses will receive academic upgrading in combination with regular class work. The intention is to increase opportunities for the academically disadvantaged to enter and successfully complete programs.

Considerable work was done over the year to ensure that micro computers will be successfully introduced into the Business Administration and Business Accountancy courses. These micro computers will be used mainly to teach accounting applications.

Food services students participated in Centrex '84, Central Canada's Hotel, Restaurant and Food Services Exposition, at the Winnipeg Convention Centre in October. This gave them the opportunity to discuss their training with representatives from a wide cross-section of the hospitality industry.

The Business Education Section includes regular programs in Secretary, Administrative Secretary, Health Record Technician, Clerical Bookkeeping, Word Processing and Data Entry Operator courses. Business Skills training offered under the Core Area Initiative was completed in November.

A proposal for a new Legal Assistant Course was presented and development of the curriculum under individualized competency based learning was begun.

Through the Skills Growth Fund, the department received new Decmate wordprocessing equipment. The increased number of workstations with expanded capability has greatly improved the training opportunities for students. Development of training programs on a range of office automation concepts was undertaken.

The Graphic Arts students continued to produce a variety of printing for community, charitable, sports and professional organizations. In the summer, a short introductory course for Offset Press Operators was delivered to 15 Core Area students.

The Teacher Education section administers the four-year integrated Business and Industrial Arts programs in cooperation with the Faculty of Education, University of Manitoba. Other courses which are the responsibility of this section are the one-year Vocational Industrial Teacher Education and the Pre-Trades Training for Women course.

An assessment of the integrated Teacher Education programs has been undertaken. The integrated programs, Business and Industrial Arts, now have three consecutive years of four-year graduates in the field.

The Pre-Trades Training for Women advisory committee has initiated a follow-up study on graduates of the program. Information on the study should be available in early 1985. The emphasis of the study is being placed on the success women are having in being employed in non-traditional work areas.

The Certificate of Adult Education program continues to update and expand subject offerings to meet the needs of adult educators from diverse teaching situations within the community college system and the community at large. Computer-related subjects are very popular and students selecting this subject are from a broad sector of adult education.

The Health Sciences Division

The Health Sciences Division offered full-time courses in Child Care Services, Dental Assisting, Nursing and Medical Technologies, as well as

Refresher and Completer courses for nurses who needed to update their skills or gain additional knowledge.

Student enrolment in the Child Care Services course remained high. The experiential learning process continued to be extremely popular. Twenty students completed the course last June and another 30 students began in September. Modularization, including teleconferencing of the Child Care Services curriculum for use in rural Manitoba, is being developed. At the same time, Year I of the course is being developed using the Manitoba model of the individualized competency based learning approach. An integrated Child Care Services course began in September.

The School Age Child Care course offered through Project UPSTART, a Core Area Initiative program, was completed in December.

A Mental Retardation Worker Training program, delivered by the Core Area Training and Employment Agency and the Health Sciences Division, began in January, 1984. The course combined in-class work and on-the-job training in both rural and urban areas throughout the province. The first class of graduates will enter the work force in January, 1985.

The Gerontology Community Worker Training Program is a 66 week course delivered by the Core Area Training and Employment Agency and the Health Sciences Division, RRCC, which begin in October, 1984 with 20 students. The goal of this program is to prepare students to work under supervision in the community, by assisting the elderly to meet their basic emotional, social and physical needs.

Demand for the Nursing (Practical) and Nursing (Diploma) courses remained at an extremely high level. Feedback from employers and graduates continued to be most positive.

By taking Refresher or Completer courses or becoming involved in the college experiential learning process, over 155 nurses were able to upgrade their qualifications and return to employment. Feedback from graduates and health agencies regarding the experiential learning process continued to be positive. The Maternity Completer course is undergoing revisions to update the course content and put it into learning packages, thus making it more portable and accessible to rural areas.

The Nursing (Northern) Education program and the Inner City Nursing Program continued to be offered in cooperation with the Adult and Continuing Education Branch.

Early this year the faculties of the Dental Assisting course and the University of Manitoba, Dental Hygiene program met to discuss the possibility of a career ladder between these two programs.

At the beginning of the year the Medical Laboratory Technology course received a conditional accreditation. Since then there has been a reduction in enrolment from 60 to 36 students. A reduction in staff and a redeployment of two faculty members was made to revise the curriculum following the Manitoba model of individualized competency-based learning.

The Industrial and Technology Division

The Industrial and Technology Division is responsible for programs in three major areas, two year engineering based technology courses, one year or less skill courses and apprentice trade courses. There were 42 full-time day courses offered as well as apprentice training in 20 different trades.

The college continued with an evening shift program in machinist training this year, but discontinued the course offered through a leased facility at the Tech Voc High School in Winnipeg.

New apprenticeship courses were offered in Carpentry and Mould and Pattern Making. The five-month Sheet Metal course was altered to a ten-month course call Sheet Metal/ABE Integrated.

Equipment was purchased through the Skills Growth Fund, which allowed the college to technically update courses in areas of programmable logic, computer aided drafting, programming through the use of personal computers, micro-electronics training, and trouble shooting equipment. Equipment was also ordered through the Skills Growth Fund for a flexible manufacturing machining centre.

The college invited the Manitoba Association of Certified Engineering Technicians and Technologists (MANSCETT) to begin the evaluation process for the formal accreditation of technology courses. The first accreditation team reviewed the Mechanical Engineering Technology program in August.

The division continued to offer a variety of short courses on-campus and in locations external to the college. These courses were in Cross Connection Control, Mechanics training for CN employees, short intensive courses in communications, and trade upgrading courses in Electrical, Advanced BluePrint Reading, Welding and Welding Refresher.

The Adult and Continuing Education Division

The Adult and Continuing Education Division is responsible for Adult Basic Education including English as a Second Language, correspondence courses, external short courses, and General Industrial Training (GIT). The division also operates the College Tutorial Centre and Reading and Study Skills Laboratories.

Language training, which previously was deliverd in several off-campus locations throughout Winnipeg, has now been consolidated in one location at Brittania School in St. James.

Several new courses were offered this year in order to meet regional needs and the unique programming requirements of special needs clients. These new courses and activities included a Job Readiness Training Occupational English Course for Migrant Workers, Reading and Study Skills Course for clients of the Manitoba Metis Federation, Truck Driving Course in Carman, Job Orientation Course for Mentally Handicapped Clients, Pre-School Child Correspondence Course and Introductory Accounting Correspondence Course, Part III.

The division established a Career Skills Development Resource Centre in order to support and enrich the instructional processes in various career orientation and development courses for women and special needs clients served by the college.

In line with the new initiative of the department on training accessibility, the division, in cooperation with the other training divisions of the college, developed integrated basic education and skills training courses for adults with less than the published entry requirements for community college courses. These integrated courses are Business Accountancy Integrated, Computer Programming Integrated, Child Care Integrated, and Sheet Metal Integrated.

The Advanced Welding course offered in Selkirk has been converted to a continuous entry course. The course content has also been upgraded to include welding skills involving exotic metals such as aluminum and stainless steel.

A JRT Press Operator Course was offered by the division for native residents of the Core Area of Winnipeg. The graduates of the course are now employed as General Industrial Training trainees by participating businesses in the printing industry.

The Administration and Support Division

The Administration and Support Division is responsible for the College Evening Program section and a variety of administrative and support service areas. The areas include Staff Services, Facility Utilization, Printing Services, Purchasing, the Bookstore, Accounts Receivable, Materials Management, Buildings and Facilities, the Resource Centre for the Handicapped, the Media Production Centre, the Learning Resources Centre and the Educational Television Studio.

Evening program subjects were offered on-campus and in several other Winnipeg locations and in Arbor, Beausejour, Gimli, Lac du Bonnet, Morden, Portage la Prairie, St. Malo, Steinbach, Stonewall, Stony Mountain and Woodlands. Major revisions were made to the certificate courses in Child Care Services — School Age and Residential/Community Youth Worker Programming. Among the many new subjects introduced were Writing Skills and Business Mathematics for college entry, Home Energy, Propane as a Motor Fuel, Time Management, Programmable Controllers, and the Use, Care and Service of Home Audio and Video Models.

Over 425,000 persons used the college Learning Resources Centre facilities and services during 1984. This was an increase of approximately 33 percent over 1983.

Tweny IBM PC's were placed in the Learning Resources Centre. Ten are linked to a file server in a local area network for the use of students. Another ten microcomputers have been located in a seminar room within the LRC for use by instructors for training and development.

Four additional public access terminals were installed, bringing the total number of terminals available for student and instructor access to BROWSE, the online catalogue, to six. Instructional aids to teach patrons how to use BROWSE were developed. These included a self-instructional guidebook and a slide/tape presentation. Plans are underway to provide a microfiche catalogue as a backup to the terminals. When this catalogue is produced, the card catalogue will be withdrawn.

The Staff Services Department processed approximately 50,000 typed pages this year. Four AES wordprocessors, one scientific printer and one regular printer were installed. New programs have been keyed in on the wordprocessors, resulting in less maintenance of these programs. Two additional AES wordprocessors are being installed very shortly so that all new programs can be input on disks, resulting in reduced revision time in future years.

The accounting office acquired several microcomputers this year. They are proving very useful in the preparation of accounting reports, and they are also being utilized in the preparation of financial statements and analysis for the bookstore, food services and evening program.

The introduction of a pre-registration system for student parking greatly reduced long line-ups at registration time. As well, a banking service was added for staff and students.

The Student Services section includes admissions, registration, counselling services, student aid, physical education and the health centre. The section also is primarily responsible for coordination with the Students' Association as well as college community liaison activities.

The Counselling Services office was busy providing both support to students enrolled in courses and services to the public in general concerning employment, career change, training, and education. The workload related to pre-entrance assessment increased again this year. Contract education programs on campus also were administered by the counselling coordinator.

An integrated student services program was begun in early summer whereby students considered to be "at risk" by the Student Aid Branch were referred to the college for pro-active counselling in order to increase student chances for success in their courses.

An early warning system utilizing student advisors was formalized in September with orientation sessions for student advisors in the training divisions. In keeping with the Department's initiatives, a native student advisor is in the process of being hired.

Assistance was given to the City of Winnipeg Police Department in developing an entrance test for police cadets.

Daily Health Care admissions continued to be high, averaging 40-45 persons per day. Programs for Health Science and Biological Technology students are administered through the Health Centre while choking workshops were also conducted for Food Services students and cardiopulmonary resuscitation workshops for other staff.

During the year, more than 200 students received course credit through the compulsory and credit physical education programs and over 1,200 participated in intramural sports. Orientation sessions were conducted for over 500 students and staff on the use of the weight training and weight lifting facilities. In addition, noon-hour presentations were offered on a variety of subjects including nutrition, weight control, and care and prevention of athletic injuries.

The Athletic First Aider course, which is Level I of the Athletic Therapy Program, was offered to both students and staff by the athletic therapist. Students enrolled in the Pre-Trades Training for Women courses also embarked upon a weight training program under the supervision of the therapist.

In varsity athletics, the college won the right to represent the province in national competition in men's and women's volleyball, women's basketball, hockey, women's and mixed curling, and all badminton events except for women's doubles. However, only the curlers won medals with the mixed team bringing home the gold and the women's team, the bronze.

An estimated 7,000 people attended the college's annual Open House on April 27 and 29, 1984. The College also placed an informational booth in major Winnipeg shopping centres during the summer months. Information was provided to persons not currently active in the work force who are considering training as well as persons wishing to retrain or enhance existing skills via day or evening courses.

The college community liaison group visited approximately 40 high schools during the year to provide specific information to target publics. In addition, staff from specific program areas actively promoted their courses at Career Days and through school visits. Several groups of students from rural areas were given tours of the college. The college participated in the School Counsellors of Manitoba Career Symposium '84 at the Winnipeg Convention Centre in February as well as the Women Today exhibition in September.

High school principals, superintendents and their respective school board trustee chairpersons were invited to the college in May to meet with senior staff. Informational seminars were held in February for agency counsellors, in September for high school counsellors from throughout the province and in December for Canada Employment Centre counsellors.

In November, the college hosted the annual two-day conference for the national executive of the Association of Canadian Community Colleges. Also in November, the college, in cooperation with the Literacy Outreach Group, sponsored four workshops on learning skills.

Approximately 150 awards, bursaries and scholarships were offered to Red River Community College students by nearly 100 business, industrial, professional and student organizations. The awards were presented to deserving students at various times during the year.

Graduation exercises for diploma and certificate course graduates were held in two large commencement ceremonies at the college on June 26. As is characteristic of a community college, a

number of smaller graduation exercises occurred at various times throughout the year as students completed their courses and left the college. One ceremony of significance was held December 6 for graduates of four special women's courses, three of which were delivered away from the main college campus. This was the first time graduates of women's programs had their own mini-graduation.

Assiniboine Community College

Objective:

Assiniboine Community College's main objective is to provide residents of southwestern Manitoba with vocational and academic skills training. In doing this, the college also strives to meet the manpower needs of the province.

Activities:

Assiniboine Community College offered 27 full-time day courses during 1984 as well as an extensive selection of continuing education, special and agricultural programs. Courses range from short training durations, to one year certificate and two year diploma programs. The college's courses may provide pre-employment training, opportunities for upgrading previously acquired skills, or retraining in a different occupation.

Total enrolment for the calendar year 1984 was 4,371 students. This is lower than the 1983 figure of 5,454. There was an increase in the full-time day course enrolment due to the additional intake of students in several courses. The number of students in adult basic education courses also increased in 1984. Due to decreased offerings, agricultural courses suffered a substantial enrolment decline. Evening courses also experienced a noticeable drop in enrolment.

The Business and Applied Arts Section

The Business and Applied Arts section was responsible for the following full-time day courses:

Business Accountancy
Business Administration
Child Care Services
College Preparation Program
Commercial Art
Community Social Development Worker
Correctional Officer
Secretarial

The Secretarial program has undergone a major change over the past year. As of September 1984, the course offers students the opportunity to select a specialization within the secretarial field. Students choose between a general, legal or medical stream. The skills taught in each strem are at the job entry level. This enables students to be more competitive when searching for employment in their chosen field.

Track One of the College Preparation Program was discontinued this year. Students wishing to prepare for entry into Business Accountancy or Secretarial now enrol in Track Three. This is an increase of training time from three to six months. Track Four of the program has had its entry date changed from September and December, to December only.

Child Care Services and Community Social Development Worker both had their first graduating classes in the summer of 1984. Child Care Services graduated its first students in July and Community Social Development Worker held a ceremony for its first graduates in August.

The Assiniboine and Red River Community College Business Administration Departments completed an articulation agreement for credit transfers in first year Business Administration.

The Industrial and Technical Section

The Industrial and Technical section delivered the following full-time day courses:

Agricultural Mechanics
Architectural Drafting
Carpentry and Woodworking
Computer Technology (new program)
Electrical
Electrical Technology
Farm Machinery Mechanics
Heavy Duty Mechanics
Machine Shop
Motor Vehicle Body Repair
Motor Vehicle Mechanics
Piping Trades
Pre-Apprenticeship Electrical (new program)
Radio and Television Technician
Recreational Vehicle Technician
Telecommunications Technician
Welding

In addition, this section was responsible for apprenticeship training in the following trades:

Construction Electrician
Heavy Duty Equipment Mechanic
Industrial Instrument Mechanic
Motor Vehicle Mechanic

A new five-month Pre-Apprenticeship Electrical course provided students with the training required to write a Level 1 apprenticeship examination in one, or all of the following areas: con-

struction electrician, industrial electrician and power electrician.

The second year of the Computer Technology program was offered at the college for the first time. It began in September. This new program increased the number of second-year technology students from 15 to 30.

The Heavy Duty Mechanics course increased its intake from 30 to 45 students in September of 1984.

Through finances from the Federal Government's Skills Growth Fund, the Industrial and Technical section has received a computer numerical controlled machining centre, a computer assisted drafting system and a universal tool room milling machine. Skills Growth Funds also made it possible for the college to purchase new equipment for the on-campus microcomputer lab. A VAX minicomputer and 16 IBM personal computers have recently been installed in this lab.

During the past year, the Motor Vehicle Body Repair course installed an innovative frame straightening system to accommodate cars with front wheel drive body construction. This new equipment assists in updating the overall training available to students in this program.

The Industrial and Technical section contracted with General Motors to deliver Specialized Electronics Training through the community college system in Brandon and Winnipeg. This training is made available to General Motors service personnel.

The Continuing Education Section

The Continuing Education section had a productive year that included the following activities.

Two mobile training trailers were received through Skills Growth funding. One trailer is designed to deliver advanced welding programs and the other is outfitted with sophisticated microcomputer equipment. Both will be travelling throughout ACC's geographic area offering opportunities for skill development to rural residents. The welding trailer remained on-site for this year and the computer trailer was moved to Dauphin in the latter part of 1984.

Distance education was a major thrust for the Continuing Education section this year. Distance education describes a learning situation in which the teacher and student are geographically separated. Through the use of teleconference phone calls, two courses were offered for the College's Agricultural Programs division. The two programs were Advanced Grain Marketing and Farm Accounting.

In the area of video telecourses, a program entitled The Business of Management was offered. This course consists of videotaped lessons supplemented by textbook and study material. The video portions of the course were run on local cable ACCESS channels or mailed on tape to student's homes.

Continuing Education also ran an Integrated Skills Training program in Dauphin. Courses offered were Band Management, Reception/Bookkeeping and Agriculture.

Evening classes were offered again on-campus and in rural locations. An on-campus evening certificate course in Health Care Aide was offered for the first time. In addition, four new evening subjects were offered in Brandon this year and six in rural locations.

Basic Literacy classes were conducted at the College and at Brandon Correctional Institute. The Correctional Institute was also the site of Basic Training for Skill Development and Life Skills courses. A special job Readiness Training program was run at Westbran in Brandon and English as a Second Language was offered in Boissevain.

In addition, Basic Training for Skill Development was offered on-campus and in outlying communities and Job Readiness Training was run in various rural locations.

Communities served by the Continuing Education section were:

Alonsa	Gladstone	Reston
Altona	Glenboro	Roblin
Amaranth	Holland	Rossburn
Arborg	Killarney	Shilo
Baldur	Langruth	Starbuck
Boissevain	Long Plains	Swan River
Carman	Melita	Treherne
Clear Lake	Miami	Virden
Dauphin	Neepawa	Waywayseecappo
Elm Creek	Portage La Prairie	Winkler

The Educational Development and Support Services Section

The Educational Development and Support Services section includes Nursing Education, Agricultural Programs, Learning Resource Centre and Student Assistance Centre.

The Nursing Education Department is responsible for the Practical Nursing, Nursing Refresher, Health Care Aide and Gerontology courses.

This year, the evening certificate program in Gerontology was offered for the first time in Carberry. The course is still running regularly in Brandon and Dauphin.

An on-campus Registered Nurses Refresher course was offered late in 1984.

The Health Care Aide course was run once on-campus and offered in the following locations off-campus:

Birtle	Killarney
Brandon	Minnedosa
Crystal City	Reston
Dauphin	Swan River

In the area of Agricultural Programs, the college continued to run courses at various locations throughout the province. The following is a list of some of these programs:

— Farm Worker in Brandon, Altona, Morden, Swan River and Winkler

— Dairy Herd Manager in Steinbach

— Farm Skills at Rockwood Institute in Stony Mountain

— Farm Equipment Operator in Brandon

— Farm Management at Fairford and Peguis

— Basis of Farming and Home Gardening at various reserves throughout the province

— Applied Agriculture in Brandon and Morden

— Introduction to Agriculture in Dauphin (new program)

During the year, the College's Student Services and Learning Skills departments were amalgamated. This new area is known as the Student Assistance Centre. This Centre provides an integrated personal and academic support service for students. The following summer preparation courses were offered for incoming students:

International Student Preparation
Nursing Preparation
General Preparation
Basic Math Refresher
Transition Skills for Native Students

The Student Assistance Centre also piloted a series of short courses for on-campus students. This series was entitled, "Making the Most of College" and was designed to assist students in refreshing their learning skills or better managing personal concerns relating to college performance.

The Administrative Services Section

The Administrative Services section is responsible for general administration, admissions, registration and other services such as accounting, printing and stores.

During the year, a consolidation of admission functions was carried out. Adult Basic Education and Evening admissions are now handled by the main admissions area.

Graduation exercises were held on June 8, 1984. Approximately 800 students graduated at that time. At the graduation ceremony, 44 individual awards were presented, along with two Lieutenant-Governor Silver Medals and 38 Certificates of Achievement and Excellence.

The college was again active in the area of community relations through participation in career days and informational presentations at Westman schools, the provincial Career Symposium and on-campus counsellor seminars. Throughout the year, the college was also in contact with all high schools and Canada Employment Centres within the area it services. In addition, an Open House was held at the College on April 5th and 6th with an attendance of over 1,000 people.

Course Advisory Committees continued to be active at the college this year. There are presently 15 course advisory committees that meet throughout the year.

This year, as in the past few years, there has been continuous liaison between Assiniboine Community College and Brandon University involving cooperative ventures between two institutions.

For example, representatives of both institutions worked together to set up courses and make mutual use of facilties in Dauphin. In Glenboro, they were also both involved with the Tiger Hills Training Advisory Committee and assisted in offering training in that community.

The university shared teleconference equipment with the college while it was setting up similar facilities. In addition, there was mutual cooperation in the establisment of teleconference courses at each institution.

Joint discussions have also been held concerning adult education in rural areas and the two institutions co-hosted a conference on this vital issue in late 1984.

Keewatin Community College

Objectives

To support the social and economic development of Northern Manitoba by providing vocational and academic training which is appropriate to the abilities, needs and aspirations of its people and which effectively addresses the manpower needs of the Northern Manitoba economy and, where appropriate, the economy of the entire province.

Activities

Keewatin Community College is unique among the three Manitoba Community Colleges in that it services an extremely scattered population of some 75,000. Only 30 percent of this population is located in larger centres such as The Pas, Thompson and Flin Flon. Therefore, the major part of the college's market lies in communities outside the industrial North.

Total enrolment for the 1984 calendar year was 2,366 students. This is a slight increase from 1983 when 2,351 students studied at the college. Full-time day and adult basic education enrolments were up during 1984. Evening and apprenticeship courses suffered an enrolment decline.

The College is comprised of five divisions: Industrial and Technology Programs; Service Programs; Community Services; General Education and Educational Support; and Administrative Services.

The Industrial Technology Programs Division

The Industrial and Technology Programs Division is responsible for curriculum to meet all needs of industrial employers in the North and to support apprenticeship programs of the Department of Labour.

A two year Resources Management Technology course, which is unique in Manitoba, started in September with 28 students enrolled. An advisory committee representing all levels of government and private concerns assisted greatly with curriculum development and continued to be active in the evolvement of the course.

Due to low student demand, the Surveying Technician course was temporarily suspended this year. If interest in this type of training increases, Surveying Technician will be offered in the fall of 1985.

Primarily because the mining companies in the north did not provide students for the Metallurgy Technology course, which is delivered on a co-operative basis with them, this course also was not conducted this year. The program has now been modified and the intention is to offer a one year Chemical Laboratory Technician course which will appeal to a wider clientele as well as satisfy the needs of northern employers.

In the spring of 1984, a large, new advisory committee for the Mechanical Department was formed. The committee has province-wide representation and includes a cross-section of the trades. Renovations to office and shop space for the Mechanical Department were also completed. These steps were taken to facilitate the implementation of individualized competency based learning in the entire department by September, 1985.

The Pre-Employment Industrial Mechanics course was temporarily suspended due to low demand from students.

During the year, equipment purchases were made and lab renovations completed for the Industrial Electronics Skills Growth Fund Project. Introductory modules were delivered for Manfor and Hudson Bay Mining and Smelting.

The Computer Centres approved under the Skills Growth Fund for The Pas and Thompson are both in operation while the Mobile Training Centre is awaiting modifications to its undercarriage before it can be suitably mobile for use in northern communities.

The Service Programs Division

The Service Programs division is responsible for all curriculum related to service occupations and organizations such as health, hospitality, business, and secretarial, personnel services and community services.

The Business and Secretarial section incorporated a number of revisions into its programming during 1984. The old Stenography course was renamed Secretarial Arts to reflect the curriculum emphasis towards modern office technology and associated skills. As well, students have the option to major in executive, medical or legal specialties towards the completion of the course.

The Business Skills Integrated course is now being offered in The Pas and is based on the same course that has operated so successfully in Thompson for the past several years.

The Basic Office Management course underwent major curriculum revisions in an effort to meet office management training needs in rural and remote communities. The course is now expanded to four eight-week modules of training. Two modules have been scheduled to date, with all four modules to be offered next year. An advisory committee has been established to further assist the college in curriculum design and delivery of this course.

The BTSD Sales Clerk course, which started in November, is a new integrated program of training designed to provide entry level skills required in retailing. Job Readiness Training-Occupational Exploration was substantially revised to enhance the student retention rate. One major emphasis will be the utilization of community service agencies in The Pas.

Both the Practical Nursing and Dental Assisting courses have acquired formal approval from their

respective accrediting agencies. A six-week Health Care Aide course was delivered in Cross Lake.

The General Education and Educational Support Division

The General Education and Educational Support Division is responsible for providing basic education and academic support subjects to courses on-campus and to some courses offered through the Community Education organization. This division also provides support services such as the Learning Resources Centre, Media Services, Counselling Services and Diagnostic Testing.

During the year, Adult 7-10 courses of 20 to 40 weeks duration were delivered in the following locations:

Barrows	Garden Hill
Easterville	Leaf Rapids
Cormorant	York Landing
Cross Lake	Thompson
Flin Flon	The Pas
St. Theresa Point	The Pas Reserve

Two Adult II courses were delivered on-campus in the latter half of the academic year.

JRT Coping Skills courses were delivered in Pelican Rapids, Grand Rapids and Moose Lake in addition to two JRT Career Orientation courses on-campus.

ABE/Life Skills integrated courses were delivered in the communities of Norway House and Wabowden in cooperatin with Frontier School Division. The objective of these two courses was to provide a combination of academic and life skills training for students wishing to further their education.

The Community Services Division

The Community Services Division supplies continuing education and industrial training programs in northern urban communities with the support of other college divisions. Contact is maintained with community leaders in most communities throughout the North in an effort to identify education and training needs and ultimately delivery programming to meet those needs. Field coordinators in remote communities work in conjunction with full-time staff located in The Pas and are supported by the total resources of the college.

The Special Programs section delivers conventional continuing education courses and provides a consultative service on behalf of the province to the General Industrial Training (GIT) program throughout the North.

The college, in conjunction with Project René, delivered Welding, Small Motor Repair and Logger Training courses at Blueberry Lake, which is 30 miles north of Cranberry Portage. This unique project provides training opportunities, Life Skills and work experience for inmates of provincial and federal correctional institutions who are former residents of northern Manitoba.

Several full-time courses were offered during the year at the Thompson campus including General Mechanics, Basic Plumbing, Basic Welding, Limited Electrical Skills, Business Skills Integrated and Small Motor Technician. This latter course was increased in length from 28 to 34 weeks.

Northern residents registered in over 160 credit and non-credit courses offered by the Evening Programs department. These courses were offered in The Pas, Flin Flon, Thompson, Churchill, Leaf Rapids, Gillam and Lynn Lake.

A new thrust this year was the availability of part-time training in full-time courses in The Pas and Thompson. Over 100 different credit subjects were offered on a part-time basis.

As part of the department's initiatives in post-secondary training, a commitment was made to establish regional centres for the community colleges. Keewatin identified Flin Flon and Norway House as the locations for its first two centres and meetings have been held with city officials in Flin Flon and community representatives in Norway House to discuss the centres.

Sites for the centres have been selected. A needs assessment survey was conducted in Flin Flon late in the year with a similar survey scheduled for Norway House in January, 1985.

The Administrative Services Division

The Administrative Services Division is responsible for all matters related to accounting functions, records, physical facilities, residence, printing and registration with responsibilities for the allocation and development of physical space, maintenance of aggregate records of personnel utilization and the development of records and accountability systems for field operations, comparable in effectiveness to those at The Pas campus.

The student/staff advisory council met on a regular basis again this year and dealt with a wide range of topics. A major project was the completion of a student profile survey of past and present college students which the college director asked the council to undertake.

The community relations committee, which was formed last year, continued to be very active. Fifteen communities were visited by staff in order to provide information to both high school

students and adults interested in college training. In addition, staff attended 15 school career days. A new initiative was regular radio broadcasts about college programs and activities.

In athletics, the college men's curling team achieved national honors at the Canadian Colleges Athletic Association Invitational Championship in British Columbia by winning the silver medal.

The intramural and recreation program provided students and staff with various sporting, recreational and leisure time activities. Intramural activities, such as co-ed volleyball, badminton, softball, curling and men's floor hockey, were held. The intramural and recreation board also organized the 1st Annual KCC Trapper's Daze, which proved to be a very popular event for both students and staff and served as a kickoff for the Northern Manitoba Trappers' Festival.

Keewatin Day Care Incorporated was established in preparation for a major modification and/or renovation to the college residence. This planned facility, when completed, will provide a modern day care centre for students and local residents.

On June 16, 1984, the College held its first convocation for graduates in a number of years. Approximately 150 students wearing caps and gowns participated in the formal ceremony and they were joined by 350 guests. No awards night was held this year.

Adult and Continuing Education Branch

During 1984, the Post-Secondary Career Development Branch was renamed the Adult and Continuing Education Branch with an expanded mandate. The activities of the branch are all directly linked to the central PACE and departmental objectives of increasing the flexibility of post-secondary education, and of maximizing the possibility of success for those who have formerly been excluded from post-secondary training and education opportunities.

Activities

1. BUNTEP is an off-campus teacher education project delivered by Brandon University. The project operated in nine communities this year: Norway House, Split Lake, Fairford, God's Lake Narrows, Grand Rapids, Cross Lake, Berens River, Wanipigow and Thompson. Students from Peguis studied at the Brandon campus. The project has an enrollment level of 110 students and graduated approximately 25 teachers in 1984. The program is cost-shared by the province and the federal government under the Canada/Manitoba Northern Development Agreement.

   A new development for the project was the opening of a centre in Wanipigow and new intakes in Thomspon, Peguis and Norway House. There has been approximately 187 student positions in 1984.

2. The Winnipeg Education Centre is a joint undertaking of the provincial Department of Education, Winnipeg School Division No. 1 and the University of Manitoba Faculty of Education. The purpose of the program is to train core area residents to teach in the core area schools. Approximately 60 students are enrolled in the B.Ed. degree at the Centre.

3. The Inner City Social Work Program is a joint undertaking of the Department of Education and the University of Manitoba School of Social Work. The program is funded under the Canada/Manitoba/Winnipeg Core Area Initiative Agreement. The purpose of this program is to train core city residents as social workers in the core area. It offers a full B.S.W. degree and is housed with the Winnipeg Education Centre at Sir Sam Steele School. We expect there will be a fruitful exchange between Social Work and Education for the inner city as a result of this association. Sixty students are currently enrolled.

4. The University of Manitoba ACCESS Program provides access to the full range of university services to disadvantaged residents of northern Manitoba. The program is cost-shared under the Canada/Manitoba Northern Development Agreement and has 50 positions for students from northern Manitoba. In 1984, ten positions were opened for disadvantaged residents from southern Manitoba. There were four graduates in the spring of 1984.

5. The Special Pre-Medical Studies Program, at the University of Manitoba, is designed to provide native residents of Manitoba, who lack the pre-requisites for entry into the medical faculties, with an adequate background so that they can compete successfully for entry. The program is cost-shared under the Canada/Manitoba Northern Development Agreement.

6. The Native Medical Program is operated at the University of Manitoba. As a result of the Special Pre-Medical Studies Program seven students have gained entry into the Faculties of Medicine, Dentistry and Pharmacy. It is anticipated that more

graduates of the Special Pre-Medical Studies Program will follow this pattern. The program is funded under the Canada/Manitoba Northern Development Agreement.

7. The Northern Bachelor of Social Work Program has been developed in co-operation with the Unviversity of Manitoba. The program has been established in Thompson and 15 students were enrolled into the first year of the program in January of 1984. An additional 15 will be selected in January, 1985. This program provides disadvantaged residents of northern Manitoba the opportunity of a B.S.W. degree. The program is funded under the Canada/Manitoba Northern Development Agreement.

8. The Special Mature Nursing Program, Brandon General Hospital, was implemented in 1976 to provide nursing career opportunities for disadvantaged northern residents and admitted a total of 69 students up until 1982. At that time, the Northern Nursing Education Program in Thompson was implemented to serve northern residents and phase-out of the program at Brandon General Hospital began. Four students remain on the program and will graduate in 1985. There have been a total of 17 Registered Nurses and 8 Licenced Practical Nurses that have graduated from the program. The program was cost-shared under the Canada/Manitoba Northern Development Agreement.

9. The Northern Nursing Education Program is the first Nursing Diploma course to be offered in northern Manitoba for disadvantaged northern residents and is delivered in co-operation with Red River Community College. An objective of the program is to provide a stable nursing force for northern Manitoba. There are 30 students enrolled in the program and will reach the enrolment maximum of 45 next year. It is expected that the first students will graduate in January, 1986. The program is cost-shared under the Canada/Manitoba Northern Development Agreement.

10. The Community College ACCESS Program provides a support system and access to a variety of opportunities offered at Red River Community College for residents of northern Manitoba. The program is cost-shared under the Canada/Manitoba Northern Development Agreement and has 45 student positions for northern residents. In 1984 the provincial government extended the opportunities to include ten student positions for disadvantaged southern residents. The program graduated 12 students in 1984.

11. The Inner City Nursing Program has enrolled 52 students at Red River Community College in the Diploma Nursing Program. The objective of the program is to train core city residents (with emphasis on native people) for service in the core area. In 1984, the program was expanded to include southern student positions for disadvantaged southern residents. The program graduated seven L.P.N.'s and three R.N.'s in 1984.

12. The department provides grants to school divisions for the purpose of assisting in the delivery of education programs for adults. Rural schools also receive a grant for the evening use of school facilities.

    The Continuing Education section of the Branch launched a number of pilot projects this year to expand the number and variety of adult education opportunities to a larger segment of the adult population of the province. A selected number of innovative projects were funded through school divisions and community groups and were targeted toward the following groups: senior citizens, special needs adults, adults with low educational levels and adults requiring occupation-specific retraining. Evaluation of the project will assist in the development of long range plans for continuing education in the province.

13. Adult English as a Second Language (ESL). The Department provides grants to school divisions for the purpose of assisting in the delivery of Adult ESL programming. It also administers the purchase of textbooks for these programs. There were approximately 3,000 persons enrolled in Adult ESL classes in Manitoba in 1984.

    An extensive review of the entire Adult ESL system and how settlement services relate to it was undertaken in the winter of 1983/84 by a working group composed of eight ESL professionals from throughout the system. Representations from concerned groups and individuals were received and helped to shape the format and content of a report which at the time of printing is about to undergo a process through which the public can respond to the issues raised and the recommendations made.

    Responsibility for English in the Workplace (EWP) programs has been assigned to the branch. An EWP Programs officer in the

branch has begun working on development of various aspects of EWP programming.

The Branch is also working cooperatively with the Correspondence Branch in the implementation of a pilot Adult ESL Correspondence course.

14. The branch has responsibility for the co-ordination of Adult Literacy activities in the province. The Project for Adult Literacy (PAL) is supported jointly by the Core Area Initiative, the Adult and Continuing Education Branch, and Winnipeg School Division No. 1. It is a project which will train and employ literacy co-ordinators to work in the core area of Winnipeg on literacy awareness and on the organization and support of tutor-learner pairs.

15. In 1984 the branch was assigned responsibility for policy and the development of initiatives in the area of distance education in the post-secondary sector. Distance education employs instructional delivery methods where there is little or nor face-to-face contact between the instructor and learner. A province-wide educational teleconferencing network has been established and is available to all provincial post-secondary institutions and program deliverers. The branch is coordinating the operation of the network and provides support to the institutions in teleconferencing courseware development.

Core Area Training and Employment Agency

The Core Area Training and Employment Agency is the education component of the Canada/Manitoba/Winnipeg Core Area Initiative. It is designed to arrange for or deliver training for long-term employment for core area residents who are unemployed; display potential for training; require new skills for employment in today's market and in the past have interrupted their formal education. Special consideration is given to single parents, natives, refugees, and youth.

The Core Area Training and Employment Agency is assisted by a community-based advisory council consisting of representatives from business, labour, community groups and agencies. The agency attracts additional complementary funding from the federal government (Canada Employment and Immigration Commission), private sector employers and other levels and branches of government.

The agency has been involved in 40 different projects throughout the year. Some of the projects have been developed and/or delivered in cooperation with other institutions, agencies, and employers such as the University of Manitoba and Red River Community College.

Some of the more innovative training programs are: the Horticulture Diploma Program, Mental Retardation Training program and the Gerontology Community Worker Training program. Each of these are certificate programs and are being offered for the first time in the province in response to an identified need for trained workers in those areas of employment.

In some other projects, the agency has worked closely with employers to train unemployed core area persons for a variety of jobs within the private sector. The employer hires the trainee upon successful completion of the training program.

Student Aid Branch

Objectives

The Manitoba Student Aid Program provides supplementary financial assistance for educational purposes to Manitobans whose finances would limit their educational choices. Awards are based on financial need and an assessment is completed to determine eligibility for assistance. The mandate of the program was expanded in April, 1984 to include Integrated Student Support Services. The overall objective is to increase accessibility and retention of students by emphasizing pre-school planning and increased awareness of support services.

Program

The Student Aid Program combines two sources of financial assistance, Canada Student Loans and Manitoba Government Bursaries.

Canada Student Loans provide assistance to full-time post-secondary students in the following programs at approved institutions.

— Mature and Regular University Undergraduate

— University Post-Graduate Studies

— Community College and Nursing School Programs

— Trade School Certificate Programs

The loans are interest-free while the student attends school and for six months afterwards. Interest and repayment begin after the six month period.

Post-secondary part-time students may apply under the Canada Student Loan Part-time

Program. The loans are interest bearing from the date of negotiation.

Manitoba Government Bursaries are available to qualifying post-secondary and secondary (Grades 9 to 12) students. These awards do not have to be repaid.

Secondary students may apply for Frontier School Division Bursaries, Adult High School and Regular High School Bursaries. Regular High School Bursaries are $275 for students living at home and $550 for students who must live away from home.

Special Opportunity Bursaries:

Special Opportunity Bursaries are available for the following areas:

A. Handicapped Program provides support for the extra services not covered by other supports which students may require as a result of a disability.

B. Teacher Training Program provides assistance to teachers taking advance courses in certain specialized areas of education. Bursaries greater than $1,400 are subject to repayment by service in Manitoba.

C. Prince of Wales/Princess Anne Bursary Program is open to Manitoba residents of Indian or Métis origin attending approved post-secondary institutions. The Manitoba Indian Education Association (MIEA) in co-operation with the Student Aid Branch selects registered Canadian Indian candidates. The Student Aid Branch is responsible for selecting Métis and non-status Indian candidates for the program.

D. Special Opportunity Secondary Awards of $100 per year are available to Métis and non-status Indian students in Grades 9 to 12. They may also qualify for the regular high school bursary.

   Registered Canadian Indian students who live permanently off the reserve and who do not receive assistance from the Government of Canada are eligible for regular high school bursaries and Special Opportunity Native Secondary awards of $100 per year.

E. Dental Therapist bursaries are offered by the Manitoba Government for students studying in the Dental Therapy Program at Wascana Institute in Saskatchewan. Bursaries of $6,000 per year are granted for each of two years and applicants are required to sign Service Repayment Agreements requiring students to work in rural areas of Manitoba.

F. Special Opportunity Adult Basic Education Bursaries to cover direct educational costs are available to students enrolled in Adult Basic Education at a post-secondary institution. Living allowances may be applied for through Student Social Allowances.

In addition to the Manitoba Government Bursary Program, Student Aid also administers the Manitoba Loan Rebate Program. This is a form of assistance available to qualifying post-secondary students to help repay their Canada Student Loan debt.

Activities

Operations at the Student Aid Branch include: Inquiries, Application Processing, Accounting, Audit and Student Services. The Inquiry Section responds to general questions from students about the program. Application Processing applies the assessment criteria to determine award eligibility. The Accounts Section makes all payments and recoveries and maintains all financial records of the program. The Auditing of files of some applicants verifies financial information and protects the program from abuse. The Student Services Section advises students and liaises with communities and education institutions. Students are also referred to other sources of assistance such as Student Social Allowances (SSA), Child Related Income Support Program (CRISP), Shelter Allowances for Family Renters (SAFFR) and private bursaries and scholarships.

An improved computer system was developed by the Management Information Services Branch to reduce the processing time of applications in order to notify students of their award prior to the start of their academic year. The new system when it is fully operational will enable the Student Aid Branch to decrease the turn-around time of notification of awards from 12 to 16 weeks to 4 to 6 weeks. Video display terminals were installed in the Inquiry Section to provide direct access to computer files. It is now possible to respond immediately to student inquiries about the assessment status of their Canada Student Loan and Manitoba Government Bursary application.

The Student Services Section is engaged in a number of activities aimed at increasing the success of students. Students who are most likely to experience difficulty completing their program are identified. They are offered personalized service and follow-up activities by Student Advisors.

During the period from May to the end of October 1984, the Student Services Section

conducted personal interviews with 745 students and provided assistance to 2,859 by telephone.

Orientation sessions were conducted at educational institutions and sessions on financial planning were also held by the Student Services Section. In total, 54 group sessions were held by the end of October, 1984.

The introduction of computer based assessments and Integrated Student Services enabled the Student Aid Branch to deliver its program in a more efficient and personalized manner to Manitobans.

For more personalized statistical information on applications and awards, see Appendix, Table 10.

Student Aid Appeal Board

Objectives

1) To investigate appeals against decisions of the Student Aid Branch concerning student assistance.

2) To make recommendations to the Minister based on the findings of these investigations.

3) To advise appellants on the policies and procedures of the Manitoba Student Aid Program and to provide financial counselling where required.

Activities

The board, consisting of a chairman and six members, received 965 appeals during the 1983/84 academic year, an increase of 24 percent from the previous year. Forty-six percent of appeals were successful, 31 percent denied, 13 percent were referred to the Student Aid Branch for processing as reviews, while ten percent were cancelled or withdrawn.

During the year, the board held regular hearings twice a week, usually at its offices. It also held a series of hearings at the major post-secondary institutions in Winnipeg and Brandon. The board encouraged students to support their appeal by personal or telephone interviews wherever possible, and 216 students met with the board in person with an additional 67 involved in telephone interviews.

The five most frequent areas of appeal were: bursary eligibility, work period contribution, cash flow need, assets, and parental contribution. In many cases, students and their families did not understand how applications were assessed and the board spent considerable time explaining the principles and policies of the Manitoba Student Aid Program.

In its Annual Report to the Minister, the Board provided a detailed account of its operations and findings in 1984.

Administration and Finance Branch

The Administration and Finance Branch is accountable for the comptrollership function and development and direction of the financial, information processing and other administrative support services for the community colleges, ensuring control of assets, financial forecasting, budgetary planning, expenditure control and accounting for revenue and operating costs. This branch is also responsible for the coordination of financial administration and budgets for the division.

The administration of inter-provincial training agreements and the regulation of private trade schools are also the responsibilities of this branch. The branch also is responsible for the on-going administration of the Manitoba Technical Training Centre and for contract claims related to Skills Growth Fund projects.

Activities

Financial administration includes two major sections — financial planning and review and general accounting. The financial planning and review section maintains the course Cost Analysis System (CAS) as support for cost-sharing claims and agreements with Employment and Immigration Canada and other sponsoring agencies including provincial governments. The costing system and related financial reports provide a management tool for monitoring community college operations. This section also forecasts training costs, and conducts financial studies related to college operations. The general accounting section is responsible for daily operational activities relating to the central government receipts and disbursements systems, which include the commitment, vouchering and payroll systems. Other major duties include the monitoring of community college revenues and receipts, review of monthly financial reports and the preparation of quarterly cash flow reports.

The budget coordinator is responsible for the coordination of the budget estimates process with the colleges and the other branches within PACE and the preparation of the budget estimates for Cabinet approval. In the area of inter-provincial training agreements, Manitoba has agreements with other provinces to provide training for Occupational Therapy, Nuclear Medicine Technology and hearing impaired students. Under similar agreements, Manitoba students travel to

other provinces to receive training in Optometry, Veterinary Medicine, Surveying Engineering, Dental Therapy, and to participate in programs for both the hearing impaired and the visually impaired.

The branch also is responsible for the regulation of private trade schools. At the end of 1984, 34 schools were registered under the Private Trade Schools Act. Included in the total were three newly-registered schools offering training in Word Processing, Data Entry and Esthetician. All are located in Winnipeg. Three schools canceled their registration during the year.

The Manitoba Technical Training Centre, the province's first computer-assisted training and educational centre, commenced operation at 200 - One Wesley Avenue in downtown Winnipeg in March, 1983. The centre is administered by the Administration and Finance Branch with Control Data Canada Ltd., responsible for the day-to-day operation and instruction. The centre also is supported by an advisory committee made up of representatives of the Manitoba Federation of Labour, the Winnipeg Chamber of Commerce, the provincial Department of Industry, Trade and Technology and the Post-Secondary, Adult and Continuing Education Division.

During 1984, a total of 103 students were enrolled in the computer programming, electronic technician, and computer familiarization courses. All were sponsored by Employment and Immigration Canada. In addition, 28 Manitoba-based organizations sent nearly 60 employees to the centre to receive training designed to increase their productivity.

Program areas of study available at the centre included computer and data processing, industrial/technical, business and management, financial management, sales and marketing, academic studies and personal development.

Manitoba Community Colleges Productivity Analysis

	1981/82 Actual	1982/83 Actual	1983/84 Actual	1984/85 Revised
Resource Data:				
SY (Excludes Contract Staffing)	992.3	1,019.0	991.7	1,006.1
MIS Staff included above	28.8	28.0	28.0	22.7
Expenditures (000's)	39,059.0	44,464.4	49,026.0	49,791.8
Revenues:				
Fees & Miscellaneous	$ 5,518.0	$ 6,279.0	$ 6,503.2	$ 6,800.7
Shared Cost	15,629.8	20,185.7	20,262.8	19,497.6
	$21,147.8	$26,464.7	$26,766.0	$26,298.3
Net Provincial Cost	$17,911.2	$17,999.7	$22,260.0	$23,493.5
Output Data:				
Enrolments	34,548	36,181	32,352	34,997
Training Days (Net)	1,337,556	1,417,592	1,365,682	1,409,573
Unit Data Analysis:				
Training Days per SY	1,348	1,391	1,377	1,401
Gross Cost/Training Day	$29.20	$31.37	$35.90	$35.32
Percent of Cost Recovered	54.1%	59.5%	54.6%	52.8%
Current Value Canadian Dollar — Base 1981 — Statistics Canada (1981 equals $1.00)	(.98)	(.89)	(.84)	(.81)
Discounted Gross Cost/Training Day	$28.62	$27.92	$30.16	$28.61

Programming Branch

Objective

The Programming Branch provides policy development and planning support for PACE programming. Specifically, the branch provides leadership in the implementation of new initiatives in PACE program design and delivery, and coordinates the system-wide staff development program. The Programming Branch provides coordinated information and analyses to facilitate informed decision-making. The branch is also

responsible for negotiating and monitoring programming as it relates to the federal purchase of training.

Activities

The branch continued its activities with operational planning. The annual review of community college courses was part of this process. This involved an analysis of demand, enrolment/capacity, attrition and follow-up data for all courses.

The branch played a significant role in the implementation of various aspects of the New Initiatives in Post-Secondary Education. Specific activities are included below.

The branch was extensively involved in the transition from conventional operations to individualized, competency based learning (ICBL). Branch personnel provided consultation and/or leadership in the development of the ICBL Model for Manitoba; staff development workshops, and the developmental phases of the initial course conversion.

Branch personnel chaired a committee which developed a Program Development and Evaluation model. The committee also developed the criteria and standards for new programs, and a "Letter of Intent" — the protocol for submitting new programs for approval.

The branch assumed responsibility for coordinating staff development for PACE — the first time in the history of post-secondary education in Manitoba that staff development has been given major attention on a system-wide basis. A large number of workshops were developed and delivered, both in relation to the new initiatives and other identified staff needs for professional development. As part of the staff development function, the branch initiated a monthly news bulletin ***The Changing PACE***.

The branch assumed responsibility for the Community College Follow-Up Survey of Graduates formerly carried out by the Department of Labour and Employment Services. The 1983 graduates of the three colleges were surveyed, the data analyzed and a report prepared on the results.

The branch provided consultative assistance to committees related to child care. The major task for the colleges is to offer courses in child care in such a way that employed child care workers in Manitoba can meet the new requirements for levels II or III workers according to the "grandparenting" regulations. At the same time regular certificate and diploma courses must be delivered.

Studies were carried out relating to possible training requirements in the Interlake, Selkirk and Parklands regions. Data from the 1981 Census was analyzed to identify age, education and employment characteristics of the populations in these areas.

Branch personnel consulted with Red River Community College in the methodology and instruments to be used in evaluating the community-based ABE program which was developed in 1983.

A survey was conducted of Licensed Practical Nurses to determine the reasons why LPNs take further education leading to registered nurse status.

In cooperation with the Registered Psychiatric Nurses Association of Manitoba, branch personnel developed criteria for standards related to psychiatric nursing education.

The branch provided services to the Manitoba Technical Training Centre in establishing an on-going survey process for the follow-up of graduates, and in establishing processes for student evaluation of instructors and courses.

A needs assessment for the Flin Flon area was carried out in cooperation with Keewatin Community College. The purpose was to identify needs for post-secondary education and possible satellite campus operations in the area by KCC.

Branch personnel carried out a study and prepared a discussion paper relating to secondary/post-secondary articulation in the province. A needs survey was carried out in the Parklands area to identify training needs which can be met by the proposed Parklands Regional Centre. A report was prepared with specific recommendations.

A committee was set up to establish and coordinate training for inmates of provincial correctional institutions. The committee has recommended CAI facilities for academic subjects, and is considering further recommendations.

International Programs Office

The International Programs Office was officially established and announced in the legislature by the Minister of Education in May, 1984. The office has primary responsibility for all international activities coming under the jurisdiction of PACE, including the community colleges. This includes policy formulation; the initiation, development and management of overseas projects; and the development of policies and support systems for international activities in the colleges, including overseas students.

The International Programs Office has responsibility for the day-to-day management of the Harambee Institutes of Technology Project, a $5.5 million five-year project in Kenya. This project involves technical assistance to eight Kenyan institutes of technology in the form of provision of Canadian instructors for teaching positions at the institutes, upgrading of Kenyan teachers in Canada, purchase of equipment and construction of housing. In another project, a curriculum/staff development specialist from Assiniboine Community College is currently spending a year at Seychelles Polytechnic, Republic of the Seychelles.

Discussions are continuing for further projects with the Seychelles, Tanzania, Papua New Guinea, and the Peoples' Republic of China. A training and development program in underway for PACE and college staff interested in working in the field. International development committees are being formed in each of the three Manitoba colleges, and an advisory committee to the International Programs office is to be established.

The International Programs Office is also responsible for formulation of new policies and revision of existing policies concerning international students.

Personnel Branch

The Personnel Branch provides human resource management service to the Post-Secondary, Adult and Continuing Education Division, specifically in the areas of staffing, position analysis and classification, salary and benefits administration, labour relations, collective bargaining and staffing budget control.

Once again this year, a successful retraining and redeployment plan was undertaken to provide alternate career options to staff whose continued employment potentially was affected as a result of program reductions. This activity was undertaken through the joint efforts of management and the Manitoba Government Employees' Association.

Frontier School Division No. 48

Two schools were added to Frontier School Division No. 48 in 1984 bringing the total number operated to 35 in 33 different communities. The additions were at Easterville and Elbow Lake in September 1984.

The smallest school was the Dolly Magnusson School at Princess Harbour. There were seven students enrolled in grades 1, 2, 4, 5, 6 and 8 last year. The largest school was Jack River School in Norway House with 457 students in nursery to grade 8. The high school enrolment has increased to over 1,000 students. Frontier Collegiate Institute at Cranberry Portage increased from 274 to 332 students. The residential facility at the collegiate provided homes for approximately 250 students who are attending high school away from their home communities.

The Student Placement Program, which has been in operation in the Division for a number of years, provides an alternative to students who for various reasons must attend school away from their home communities. Last year's enrolment in this program was 170 with the majority of students being placed in schools and homes in Winnipeg, The Pas and Thompson. The number of students attending post-secondary institutions has grown to 108.

In addition to the schools within the Division, Frontier provides educational services for approximately 800 children living outside of organized school districts and north of Township 22.

1. Parental/Community Involvement

Frontier School Division has an effective system of committees at the local, area and division levels. Local school committees operate like other rural school boards. Representatives in each community are responsible for hiring teaching and non-teaching staff as well as for all decisions regarding programs, policies and budget proposals. These committees operate by constitutions and terms of reference developed by the committees and approved by the division.

The Central Advisory Committee is made up of seven elected representatives from the local committees and representation from the Manitoba Metis Federation and Manitoba Indian Education Association. This committee provides direction on division-wide policies and procedures. The members are also involved in determining provincial policies and programs through their participation as members of the Manitoba Association of School Trustees.

2. School Programs

The 1984 school year was a particularly challenging one for Frontier School Division because of the pressures of both budget restraint and the demands for increased and improved program services.

As the high school enrolment increased, it became necessary for the division to concentrate more attention on the development of better services at the high school level. In order to facilitate this, the division has been re-organized

into four areas rather than three. The new Area IV Superintendant is responsible for the co-ordination of all high school programming in the division.

Two significant changes were mae in teacher professional support services as a result of recommendations made at the Annual School Committee Conference: Native Studies Consultant and Cree Language Consultant positions were established.

Adult and Continuing Education is an area which has not been the responsibility of the division in past years and is generally not the responsibility of any school division in the province. In the north, however, because of distances and lack of easy accessibility to colleges and universities, many northern residents have asked that Frontier become more involved in post high school education. This past year the division was able to borrow the services of a staff member from the Department of Education. This individual has been involved in the promotion and development of adult and continuing education programs in the division.

Approximately 15 communities have requested adult continuing education. While the division does not have funds to support these programs, money which is available from the Department of Education and from Manpower has been used.

In September, we began some first year university programs at the collegiate in Cranberry Portage with 34 students enrolled in the program. Because of the interest shown by northerners, it is expected that the centre in Cranberry Portage is only the beginning of greater accessibility to university education and adult education generally for many northerners particularly from smaller native communities.

3. Student Services

A number of special programs continued to operate in the division to accommodate the unique needs of students in small, remote communities. Because of the small staff and student numbers, it is not possible to provide high school programs in all communities. The Student Placement Program serves students who are not able to take high school in their home communities or who, for various other reasons, must attend school away from home. For the past several years the number of students in this program has remained at approximately 170. Students may also choose to continue their education at Frontier Collegiate Institute.

The training of para-professional student counsellors continued last year. At the end of the two year training and on-the-job experience, these para-professionals will provide guidance counselling and some career counselling in the schools.

Approximately 250 students received special assistance through low incidence funding last year. These students, who might be handicapped in the area of vision, hearing, physical abilities or learning abilities were provided with special tutors, equipment or programs.

4. Staff and Staff Development

Frontier School Division employs a staff of approximately 670 full-time teaching and support personnel. Professional development for non-teaching staff has been highlighted over the past year by the Counsellor Training Program and the special training which has been provided to the residence counsellors at Frontier Collegiate Institute. Another new program which was implemented was that of Business Manager. The Business Manager's responsibilities are to provide support and assistance to the principal in those tasks which are non-educational and supportive.

The division continues its involvement as one of the funding bodies of PENT (program for the Education of Native Teachers). All teacher-aides who are employed in the division are required to enroll in the PENT Program. The division is pleased with the quality of graduates from this program. Approximately 60 teacher-aides were enrolled in this program last year. Teachers participated in in-service sessions organized by Frontier, the Department of Education and the Manitoba Teachers' Society. The division determines approximately half of the teacher professional development activity while half is determined by teachers through their professional development committees. The division in-services concentrated largely on teaching basic skills this year.

5. School Facilities

Major additions were completed at Cranberry Portage Elementary School and at Crane River School. These additions replaced temporary classrooms which had been in use for many years.

Approval has been received from the provincial government to proceed with major additions to the schools at South Indian Lake and Grand Rapids. An architect has been appointed for the project at South Indian Lake. The division is proceeding with the planning of the new addition.

A request to develop vocational space in the hangar building at Frontier Collegiate is still under consideration by the Public Schools Finance Board. New schools have been requested

for the Metis communities of Easterville and Red Sucker Lake. A replacement school is also being requested for Stevenson Island.

Communications Branch

Introduction

The branch was formed in April, 1983, to improve communications to the public and within the education community, about activities and policies of the department.

Major Activities:

Publications:

- Prepared ***education manitoba***, eight issues. Conducted a survey of readers in the spring of 1984, and made a number of changes in response to suggestion; the branch is doing camera-ready pasteup; accepting advertising from other government departments and agencies; combined November/December and May/June issues to reduce costs.

  Other changes include increased post-secondary, rural and small school coverage. The mailing list has been expanded to include parent groups. Magazine covers have been given a new look with the use of photographs.

- ***Annual Report of the Minister of Education.***

- ***List of Schools in Manitoba*** — available in French and English.

- ***Manitoba Heritage Review***. In cooperation with the Manitoba Association for the Promotion of Ancestral Languages, produced the first issue of the reviews in the spring of 1984.

- ***Parents Guide to the Public Schools Act***. Over 44,000 copies of this popular brochure have been printed and distributed in English and French as a result of requests from schools.

  Future plans call for translation into Portugese, Pilipino and Vietnamese to help parents from these immigrant groups understand the school system. The brochure sets out responsibilities of parents under The Act, in layman's language.

- ***Teacher Exchange Brochure:*** An information brochure developed to highlight the 10 locations where Manitoba teachers may exchange teaching positions. The brochure is designed to answer questions teachers may have on all aspects of an exchange position, to enable them to make decisions about applying.

- ***Ed Hoc:*** An internal publication, now under review.

- Newsclip: Clipping service on educational articles from both local and national newspapers. In 1984, it was expanded to include ethnic newspapers, as well as Manitoba weekly newspapers. At the same time, distribution was widened.

Information:

- The branch has responded to hundreds of letters and telephone calls this year from the public, requesting information about departmental programs and services.
- Visual Identity Program: The branch was in charge of the implementation of this new program, within Manitoba Education.

Press Conferences:

The branch organized press conferences on the following topics:

Family Life Education
Child Abuse
Educational Finance
Changes to Post Secondary Training
Operating Grants to Universities
International Technical Assistance Office

As well, the branch has communicated with a variety of local community groups and educational organizations on departmental initiatives such as school building renovations and small grants to local communities.

Press Releases:

The branch coordinates the use of the CAPS form (Communications Action Plan and Strategy) throughout the department and conducted a seminar for representatives from all branches who prepare Treasury Board Submissions and Orders-in-Council. All CAPS forms are reviewed by communications branch staff.

The branch is responsible for preparation of all press releases for the Minister and her department. As of December 31st, 1984, a total of 70 releases were prepared and distributed.

Teacher Exchange:

Coordinated exchange programs to Great Britain and the United States; Federal Republic of West-Germany; the States of Victoria, South Australia and Tasmania; the provinces of British Columbia, Ontario and the Yukon Territories.

This calendar year Manitoba is host to nine teachers from Australia, six from Great Britian and two from West Germany. Two headteachers (principals) from Great Britian completed six months and one year assignments on exchange with principals in Flin Flon.

Public Relations:

1. Maintain a central newsclipping library of education-related newspaper and magazine articles both local and national. This service has been expanded to include a number of Manitoba weekly newspapers.
2. Coordinate displays of art work of Manitoba students in the display case mounted in the Minister of Education's Office. Visitors to the office can view paintings, sketches, ceramics, lapidary work and other crafts done by Manitoba students. Exhibitions are provided by Manitoba art teachers on a rotating basis.
3. Mailings to schools of material encouraging Canada Day celebrations.

Television Series:

In cooperation with Media Productions, we have produced a series of 12 TV programs on various aspects of education. The series is being scheduled to be aired beginning January, 1985.

Committees:

Branch members are involved in a number of committees, both interdepartmental and intergovernmental, as well as in private sector:

a) Manitoba Education liaison for the Canada Week Committee.

b) Teacher Exchange Officers National Committee (all provinces represented).

c) Manitoba Education Liaison, Terry Fox Youth Centre, Ottawa. Recruit teacher monitors for several weeks annually at the Centre. Manitoba has five monitors this year.

Planning and Research Branch

The primary goal of the Planning and Research Branch is to increase the availability, utility, and understanding of valid information to assist in decision-making in education at all levels. The branch works toward an integrated approach to the policy information needs of the department. The branch provides support to the department in several ways. Policy development, evaluations of programs and policies, reviews of research, and analysis of data are the major responsibilities of the branch. The branch provides assistance to operating units on matters involving planning and research, and works to expand awareness in the education system as a whole about research, evaluation and planning.

More specifically, five kinds of activities are essential for meeting the roles outlined above. They include: planning; information analysis and dissemination; research studies and evaluations; development and analysis of data bases; and, consultation and training. It should be noted that these activities are interactive; the success of one is often dependent upon the others.

Planning

The branch is responsible for coordinating planning in the department including development of procedures and formats. Responsibility for the content and execution of plans, however, continues to rest with line managers. In 1984, the department improved its planning process so as to focus upon major policy decisions and to assist in the reallocation of resources. Planning has also resulted in a much-improved estimates and budgeting process.

Information Analysis and Dissemination

Through policy and discussion papers, which analyze selected topics, and the summarizing of important research literature, the branch provides information on questions and issues that are relevant to the Manitoba educational system. These presentations offer a consideration of the issues, and a careful examination of the evidence, in order to assist in decision-making and to encourage debate and discussion. Broader dissemination of this information takes place through publication in ***education manitoba*** as well as through distribution of material to a wide audience in the education community.

In 1984, issues receiving attention included curriculum implementation, school-to-work transitions, use of computers in schools, university admissions, public attitudes to education, quality of education, and vocational education.

Research Studies and Evaluations

Through the collection and analysis of empirical data, several research reports have been produced. Each of these studies was initiated in response to a specific information need. While in some cases the results and conclusions have confirmed decision-makers' perceptions, in other cases, they have led to substantive program and policy changes. The emphasis in research and evaluation studies is increasingly upon assisting decision-making.

Studies completed in 1984 included: "Curriculum Implementation", "Special Needs In Manitoba Education", "Public Attitudes to Education", "Teachers' Attitudes to Educational Issues", "Admissions to University", and "Intentions of Grade 12 Students".

Development and Analysis of Data Bases

The branch assists in the establishment of departmental data bases and information systems. In terms of major policy and program issues, the branch has a direct interest in the analysis of information.

In 1984, the branch's activities in this area included a display of school division data at the MAST Convention, coordination of the development of the new Teacher Information File, development of a computerized historical trends data file, and development of a computerized school division profile system. The branch also worked with school divisions in finding appropriate microcomputer software for accounting using the FRAME system.

Consultation and Training

Consultation has included providing advice or assistance to a number of internal and external groups in the design and conduct of research studies. Training involves improving the skills of the department, and of the education system generally, in the areas of effective planning, research, evaluation and policy development. In 1984, the branch conducted, under the aegis of MAST, a series of Trustee Development Workshops on planning. Branch staff also provided consultation within the department on a number of studies.

Personnel Services Branch

Objective

To assist departmental management in the delivery of programs by providing a comprehensive range of personnel services.

Activities

The Branch consists of a Manager, Personnel Officer and an administrative support staff of five. Services provided by the unit include recruitment and staffing, position evaluation, employee relations, organization reviews, staff development, employee counselling, performance appraisal, employee orientation programs and employee records and payroll.

The Advisory Board of the Department of Education

Objectives

The Advisory Board of the Department of Education is established under Sections 10 and 11 of The Education Administration Act (December, 1981). As set out in Section 16(3) of the Act the board shall report annually to the Minister and may make suggestions and recommendations for promoting education generally as may be deemed useful and expedient. The Advisory Board assesses and studies matters related to education that are referred to it by the Minister. The board has specific responsibilities for prescribing the form of religious exercises and patriotic observances. The board may assess curricula, textbooks and other instructional materials for use in public schools as well as engage in research and study of matters of educational policy, other than those of administrative detail and shall report thereon to the Minister.

Activities

(1) Patriotic Observances

Three posters developed by the Advisory Board were printed and distributed to all schools in the spring of 1984. Two of the posters were paid for by the Department of Culture, Heritage and Recreation, and the third one by the Advisory Board. The Department of Education was responsible for distribution of the posters to the schools. The Manitoba Charter was also sent to the schools at the same time. The posters and the charter were sent to the schools in time for Manitoba Day celebrations on May 12, 1984. The three posters were: Colorful Canadians, Citizenship and Canadians All.

(2) Religious Exercises

A Religious Exercises booklet consisting of one hundred and sixty pages has been developed by the Advisory Board. During the summer the booklet was set up, proofread and is now ready for printing. The booklet, which covers material on five different religions, has been submitted to the Minister of Education for approval. The Advisory Board hopes that the booklet can be distributed to schools in 1985.

(3) Education Finance

During the year the Advisory Board heard a number of presentations related to the new Education Finace Study done by Dr. Glenn Nicholls. In June an Ad Hoc Committee compiled a list of recommendations which were sent to the Minister of Education for consideration.

(4) Composition of the Advisory Board

The Advisory Board did a study of Sections 10-18 of the Administration Act which concerns the board. After much study the

board made a recommendation to the Minister which suggested changes in the composition of the board in order to broaden the representation.

(5) Meeting with Minister of Education

Section 18 of the Administration Act requires that the Advisory Board report to the Minister annually. On Thursday, May 3, 1984 the executive of the board met with Dr. R.J. Duhamel, Deputy Minister of Education. At this very cordial meeting a number of concerns were raised and suggestions made by the group. The Minister has dealt with these matters in an appropriate manner.

(6) During the year the board heard a number of very interesting presentations covering a variety of topics. After considerable study and discussion, the board in keeping with its responsibilities, made a number of recommendations to the Minister.

(a) Vandalism

— Mr. Keith Thomas
Loss Prevention Office
The Manitoba Association of School Trustees

— Mr. John Bock
Director of Juvenile Corrections
Manitoba Department of Community Service & Corrections

(b) Education Finance Review

— Dr. Glenn Nicholls
Assistant Deputy Minister
Manitoba Education

(c) Safe Grad

— Mr. Dennis Lucas
Career Guidance and Counselling
Manitoba Education

— Mr. Charles Bell
City of Winnipeg Police Department

— Ms. Denise Koss
Alcoholism Foundation of Manitoba

(d) Regional Services

— Dr. David Marshall
Director
Regional Services Branch
Manitoba Education

(e) Senior High Years Review Committee

— Mrs. Vera Derenchuk
Superintendent
Transcona-Springfield School Division No. 12

(f) Health Education

— Mr. Ed Buller
Director
Curriculum Development and Implementation Branch
Manitoba Education

(g) Red River Community College

— Mr. C.H. Howard
Acting Director
Red River Community College

— Ms. Debbie Hosey
Admissions Officer
Student Services
Red River Community College

(h) Education Finance Study

— Mr. Vaughn Wadelius
1st Vice-President
The Manitoba Teachers' Society

— Mr. Aubrey Asper
Assistant General Secretary
The Manitoba Teachers' Society

— Mr. Glen McRuer
Research Analyst
The Manitoba Teachers' Society

— Mr. Brian Gudmundson
Trustee — Fort Garry School Division No. 5
The Manitoba Association of School Trustees

— Mr. Walter Melnyk
Superintendent — River East School Division No. 9
The Manitoba Association of School Superintendents

(i) Employee Assistance Program — The Manitoba Teachers' Society

Presenters

— Mr. Murray Smith
President

— Ms. Huguette Rempel, Chairperson
Employee Assistance Program

— Ms. Kathy Lautens, Counsellor
Employee Assistance Program

— Mr. Dan Rosen, Counsellor
Employee Assistance Program

(j) Heritage Languages in Manitoba and Multi-Cultural Education in Manitoba

— Mr. Tony Tavares
Multicultural Consultant
Manitoba Education

— Ms. Eliana Handford
Heritage Language Consultant
Manitoba Education

(k) University Education — Requirements, Etc.

— The 3 universities in Manitoba and St. Boniface College

(l) Presentation re Timelines For All School Subjects K-9

— Mr. Ed Buller
Director
Curriculum Development and Implementation Branch
Manitoba Education

(7) The Board is composed of people from the various organizations and the private sector. Membership includes citizen members, representatives of the Department of Education, Manitoba Association of School Trustees, Manitoba Association of School Superintendents, The Manitoba Teachers' Society, the senate of the three universities and the community colleges.

Membership of the board for the 1984 year —

	January-June	September-December
Department of Education:		
	Mr. L.A. Floyde	Mr. L.A. Floyde
	Mr. A. Krawec, Assistant to the Deputy Minister	Mr. A. Krawec, Assistant to the Deputy Minister
	Mr. E. Buller	Mr. E. Buller
	Mrs. S. Yurkiwsky	Mrs. S. Yurkiwsky
	Mr. J.M. Taylor, Secretary	Mr. J.M. Taylor, Secretary
Manitoba Association of School Trustees:		
	Mr. A. Kroeker	Mr. A. Kroeker
	Mr. P. Power	Mr. P. Power
	Mrs. S. Tregebov	Mrs. S. Tregebov
	Mr. D.R.E. Ward	Mr. D.R.E. Ward
Manitoba Association of School Superintendents:		
	Dr. G. McConaghy	Dr. G. McConaghy
Manitoba Teachers' Society:		
	Mr. B. King	Mr. B. King
	Ms. J. Kruger	Ms. J. Kruger
	Mr. R. Virtue	Mr. R. Virtue
	Ms. V. Wake	Mrs. B. Husby
Post Secondary Adult & Continuing Education:		
	Mr. C.H. Howard	Mr. C.H. Howard
University of Manitoba:		
	Dr. C. Walley	Dr. C. Walley
University of Winnipeg:		
	Dr. H.M. Hutton	Dr. H.M. Hutton
University of Brandon:		
	Dr. R. Pippert	Dr. R. Pippert
Citizen Members:		
	Mr. F. Cadigal	Mr. F. Cadigal
	Mr. P. Correia	Mr. P. Correia
	Mr. S. Sesak	Mr. S. Sesak
	Reverend H. Unruh	Reverend H. Unruh

Chairperson of the Board — Dr. Harold M. Hutton

Secretary — J. Mac Taylor

(8) The Advisory Board held six meeting as of January 1, 1984, to date with an average attendance of 16.

Board of Reference

Following the inception of the school division plan 25 years ago, the Board of Reference was established in 1960. At that time the main role was to facilitate the transfer of lands between school divisions and school districts. These responsibilities continue along with reviews, as necessary and requested, of school division ward and trustee relationships. Hearings of the Board of Reference are initiated by actions of resident electors, school boards, municipal councils and Indian Bands. Procedures are outlined in Section 9 of The Public Schools Act. Appeals of board awards may be instituted through county courts.

Authority for the establishment of Boards of Reference is contained in Section 8 of The Public Schools Act. Citizens of the province may be appointed as members by the Lieutenant-Governor-in-Council for terms not exceeding two years. One year appointments have been the practice and reappointments for succeeding terms usually follow. Boards may consist of any number of voting members with an employee of the Department of Education as a non-voting secretary.

Members of the 1984 Board of Reference:

Mr. George B. Schreyer, Winnipeg, Chairperson
Mrs. Lily Wiklund, Winnipeg, Vice Chairperson
Mrs. Eleanor R. Schellenberg, Winnipeg, Member
Mr. Russell A. Newton, Kelwood, Manitoba, Member
Mr. Charles Bridle — Secretary

The Collective Agreement Board

The Collective Agreement Board is established under Section 150 of The Public Schools Act. Under Section 167(1) of this Act, the Board has jurisdiction to decide upon a question which arises as to whether:

a) in any case, a collective agreement has been entered into and the terms thereof and the persons who are parties to, or are bound by the collective agreement or on whose behalf the collective agreement was entered into;

b) a collective agreement is by its terms in full force and effect;

c) any party to collective bargaining has failed to comply with any of the provisions of Part VIII of The Public Schools Act;

d) a group of teachers is a unit appropriate for collective bargaining;

e) an individual can be properly classified as a teacher as defined under Part VIII of The Public Schools Act.

During 1984, The Collective Agreement Board was composed of the following members:

Chairman:
Dr. R.J. Duhamel

Vice-Chairman:
Mr. A. Krawec

Appointees of The Manitoba Teachers' Society
Mr. W.J. Pindera
Miss Dorothy Young

Appointees of The Manitoba Association of School Trustees
Mr. Ted Ward
Mr. N.G. Harvey

The Board did not meet during the year to hear a complaint.

Conciliations: January, 1984 to December, 1984:

The Minister of Education, as required under Section 114 of The Public Schools Act, appointed conciliation officers to assist 36 school boards and division/teachers' associations in reaching a collective agreement.

Arbitrations: January, 1984 to December, 1984:

A total of five divisions/districts and division/teachers' associations found it impossible to reach a collective agreement and requested boards of arbitrations. These boards were appointed by the Minister as required under Section 115 of The Public Schools Act. Two case settlements were reached by the parties and three awards were still outstanding as of October 31, 1984.

Articulation Council of Secondary and Post-Secondary Education in Manitoba

The Articulation Council provides an opportunity for representatives of the various educational organizations to meet with representatives of the post-secondary institutions to discuss problems and concerns in articulation between secondary and post-secondary institutions.

During 1984, the council was involved in a number of issues such as technological change, computer education, the changing admissions requirements at post-secondary institutions as they affected the articulation between secondary and post-secondary. "Articulation in the 80's" was an ongoing agenda item as was changes in the programs at the Manitoba Community Colleges.

The council continues to pursue its objectives of sharing information, promoting understanding and considering problems that exist between the two levels of education it represents as well as among the post-secondary institutions. Membership in the Council includes representatives from the following organizations and institutions:

Assiniboine Community College
Brandon University
Keewatin Community College
Manitoba Association of Principals
Manitoba Association of School Counsellors
Manitoba Association of School Superintendents
Manitoba Association of School Trustees
Manitoba Association of Student Councils
Manitoba Education
Manitoba Teachers' Society
Red River Community College
St. Boniface College
Universities Grants Commission
University of Manitoba
University of Winnipeg

Teachers' Retirement Allowances Fund Board

25th June, 1984

The Honourable Maureen Hemphill,
Minister of Education,
Room 168, Legislative Building,
Winnipeg, Manitoba,
R3C 0V8.

Dear Madam Minister:

In accordance with subsection 45(3) of The Teachers' Pensions Act, we are pleased to report on our administration of the Teachers' Retirement Allowances Fund for the year ended December 31, 1983. Appended to and forming part of this report are the following:

1. Statement of "Comparative Statistics" of significant aspects of the fund covering the period from inception in 1925 to the end of 1983.

2. Report of the Provincial Auditor on his examination of the accounts of the fund for the year ended December 31, 1983 as required by clause 45(3)(a) of the Act.

3. Financial Statements in respect of the year ended December 31, 1983 as follows:

   Exhibit A — Balance Sheet as at December 31, 1983.
   Exhibit B — Statement of Changes in Benefit Reserves for the year ended December 31, 1983.

   Schedule 1 — Summary of Investments as at December 31, 1983.
   Schedule 2 — Summary of Investment Income for the year ended December 31, 1983.

   Notes to the Financial Statements for the year ended December 31, 1983.

Investments:

During 1983, invested assets increased by almost $44,000,000. This amount along with over $9,000,000. of funds received from securities sold or matured was invested as follows:

	% of Total	Cost (thousand $)	Average Yield %
Bonds — Province of Manitoba	1.9	$ 1,000,	11.75
— Canadian Corporations	5.7	3,047,	14.13
— Externally managed bond fund	18.7	10,000,	13.15
Total Bonds	26.3	14,047,	13.26
Mortgages — Insured, N.H.A.	17.8	9,515,	14.97
— Insured, other	.3	187,	11.25
— Uninsured	11.7	6,274,	14.39
Total Morgages	29.8	15,976,	14.70
Total Fixed Income	56.1	$30,023,	14.03
Real Estate Equity	15.9	$ 8,508,	
Other Equity — Venture Capital	5.7	3,047,	
— Canadian Commercial Bank Shares	3.2	1,708,	
— Direct Natural Resource Equity	2.6	1,395,	
— Mortgage Investment Corp. shares	1.0	512,	
Total Other Equity	12.5	6,662,	
Total Equity	28.4	$15,170,	
Total Long Term Investment	84.5	$45,193,	
Short Term Investment	15.5	8,300,	
Total New Investment	100.0	$53,493,	

As investments in real estate, mortgages, venture capital and direct acquisition of natural resource assets require advance commitment of funds which are paid out during or on completion of construction or as required to fund venture capital or natural resource acquisitions, over $27,000,000. of unfunded commitments were in place at the end of the year, as follows:

	Amount (thousand $)	Average Yield
Mortgages — Insured, N.H.A.	$ 5,686,	13.30%
— Conventional	1,805,	13.73%
Total Mortgages	$7,491,	
Real Estate Equity	$ 5,425,	
Other Equity — Direct Natural Resources	10,733,	
— Venture Capital	3,933,	
Total Other Equity	$14,666,	
Total Equity	$20,091,	
Total Commitments	$27,582,	

Under the Act, investments are made as directed by the Investment Committee, comprised of the Chairman and a "teacher" member of the board and the Deputy Minister of Finance for the province. The Committee held seven formal meetings during 1983 and the results of its decisions are portrayed in the preceding paragraphs. Although there was a net increase in the amount invested in every asset class, the percentage of total investments representing fixed income securities reduced by approximately 3% to 65.2% offset primarily by an increase in equity investments from 18% to 20.4% of the total portfolio.

The rate of return on the average net assets of the fund declined in 1983 to 10.45% from 11.96% in the preceding year. Approximately 75% of the decline is attributed to reduced income on short term investments where the average rate of interest reduced from 16.74% in 1982 to 10.25% in 1983. Also, income from the increasing equity portion of the fund is expected to be realized primarily through capital gains over time. As most of these investments have been held for relatively short periods of time and are of a type that do not regularly trade, the Investment Committe did not have sufficiently reliable information on value to recommend any adjustments to market value for these investments.

Pensions:

During the year there was a net increase of 122 in the number of retirement income and other monthly benefits being paid. Following is a summary of persons receiving different types of retirement income benefits at December 31, 1983:

Regular service pensions —	
to retired teachers	2,843
to dependants or estates of deceased retired teachers	88
Disability pensions —	
to retired disabled teachers	124
to dependants or estates of deceased retired disabled teachers	4
Death Benefits —	
to surviving spouses or children of deceased teachers	53
Special Annuities —	
to former teachers of retirement age not entitled to regular pensions	127
	3,239

Actuarial Valuation:

As required by the Act, an actuarial appraisal is made of the fund every three years and the appraisal as at January 1, 1984 is currently being performed. In his last report as at January 1, 1981, the actuary advised that the fund's actuarial liabilites were totally offset by actuarial assets; therefore, the fund was in a financial position to pays its share of the cost of all benefits promised under the Act to present members.

Pension Reform:

Amendments that were made to The Pension Benefits Act during 1983 are applicable to this plan as that Act supercedes The Teachers' Pensions Act. Preliminary information we have obtained from the actuary indicates that the changes in the plan necessary to accommodate the amendments to The Pension Benefits Act will result in a significant increase in the actuarial liabilities of the fund. Staff of this board have participated in meetings with respect to this matter between representatives of the Manitoba Teachers' Society and officials of the government at which a consensus has emerged to the effect that compliance with some provisions of The Pension Benefits Act are not in the long term best interests of the members of this plan. We also understand that the provisions in question are those which have the greatest impact on the financial position of the fund and that a submission dated April 26th, 1984, has been made to you and to the Minister responsible for The Pension Benefits Act by the Manitoba Teachers' Society to except The Teachers' Pensions Act from these provisions. We support the proposals contained in that submission and would hope that the government will be able to grant the exception within the general intent of its pension reform policy.

Respectfully submitted,

THE TEACHERS' RETIREMENT ALLOWANCES FUND BOARD.

Chairman — James G. Oborne
Vice-Chairman — William E. Lavery

Members nominated by —

Manitoba Teachers' Society
David Lerner
Marilyn Thompson
Kenneth Valainis

Manitoba Association of School Trustees
Ray Whiteway

Teachers' Retirement Allowances Fund Board
Comparative Statistics 1925 - 1983

Year Ended 30th June	Net Assets	Income From Investments		CONTRIBUTIONS				Admin. Expenses	Refunds	Pensions			
			Approx. Rate of Return %	Number of Teachers Contributing	Teachers	Province of Manitoba	School Districts			Cost	Being paid at end of period	Added during period	Deleted during period
	Thousand $	Thousand $			Thousand $	Thousand $	Thousand $	Thousand $	Thousand $	Thousand $			
1925 to 1948	1,866,	628,	4.00		1,761,	248,	—	33,	279,	464,	109	192	83
1949	2,143,	66,	3.25	3,620	229,	49,	48,	9,	45,	60,	134	34	9
1950	2,477,	84,	3.25	3,650	292,	55,	54,	8,	73,	71,	150	30	14
1951	2,827,	86,	3.25	3,750	325,	58,	57,	8,	87,	81,	160	25	15
1952	3,261,	100,	3.25	3,800	362,	88,	87,	11,	105,	88,	178	28	10
1953	3,819,	121,	3.35	4,050	413,	121,	118,	10,	108,	98,	194	28	12
1954	4,461,	145,	3.55	4,200	471,	126,	123,	11,	107,	106,	205	28	17
1955	5,471,	172,	3.55	4,250	813,	137,	133,	13,	121,	110,	211	21	15
1956	6,335,	207,	3.55	4,400	656,	140,	136,	12,	141,	121,	230	33	14
1957	11,719,	283,	3.60	4,900	725,	204,	200,	18,	170,	232,	557	351	24
1958	12,908,	402,	3.75	5,200	875,	411,	378,	19,	200,	594,	602	65	20
1959	14,469,	571,	4.00	5,950	1,080,	417,	407,	20,	227,	668,	626	62	38
1960	16,437,	649,	4.25	7,000	1,313,	474,	442,	29,	199,	682,	648	45	23
1961	18,688,	757,	4.45	7,300	1,545,	502,	459,	26,	270,	716,	675	61	34
1962	21,043,	875,	4.65	7,300	1,606,	519,	475,	28,	316,	776,	725	73	23
1963	23,225,	1,030,	4.70	7,750	1,717,	529,	500,	36,	461,	1,097,	781	74	18
1964	25,316,	1,144,	4.85	8,700	2,247,	256,	527,	44,	531,	1,509,	895	148	34
1965	28,084,	1,281,	5.00	9,000	3,137,	201,	539,	40,	610,	1,750,	960	101	36
1966	30,387,	1,427,	5.00	9,400	2,962,	538,	287,	39,	803,	2,072,	1,032	102	30
1967	33,746,	1,574,	5.15	9,750	2,972,	1,017,	11,	44,	859,	2,251,	1,084	88	36
1968	36,839,	1,735,	5.35	10,650	3,655,	1,227,	20,	57,	904,	2,594,	1,155	120	49
1969	40,627,	2,008,	5.50	11,150	4,332,	1,394,	12,	56,	990,	2,906,	1,253	138	40
1970	44,828,	2,320,	5.60	11,650	4,710,	1,578,	13,	64,	1,116,	3,261,	1,357	143	39
6 mos. ended 31 Dec. 1970	46,311,	1,369,	6.00	11,750	1,806,	1,280,	5,	31,	649,	2,310,	1,458	124	23
year ended 31st Dec.													
1971	52,119,	3,125,	6.19	12,100	5,620,	3,123,	16,	90,	1,048,	4,955,	1,606	195	47
1972	60,249,	3,977,	6.40	12,000	6,281,	3,841,	10,	114,	1,244,	5,670,	1,737	182	51
1973	68,188,	3,996,	6.53	12,200	6,982,	6,100,	9,	123,	1,186,	7,076,	1,980	293	50
1974	77,256,	3,078,	4.43	12,300	7,862,	8,755,	8,	136,	1,449,	8,957,	2,176	244	48
1975	89,277,	7,008,	8.94	12,400	9,316,	7,538,	6,	168,	1,385,	10,661,	2,289	171	58
1976	101,988,	8,090,	8.91	12,500	10,656,	8,519,	5,	215,	1,471,	12,388,	2,416	175	48
1977	117,140,	9,260,	8.91	12,600	12,348,	9,322,	5,	290,	1,449,	14,018,	2,524	161	53
1978	137,127,	12,007,	9.91	12,716	14,538,	9,985,	11,	261,	1,499,	15,489,	2,649	187	62
1979	159,066,	14,917,	10.60	12,533	16,292,	10,859,	4,	292,	1,817,	17,212,	2,789	196	56
1980	184,458,	17,181,	10.53	12,471	18,065,	11,848,	5,	358,	2,174,	19,050,	2,935	218	72
1981	222,755,	22,877,	14.02	12,805	25,985,	12,617,	—	404,	2,191,	20,867,	3,007	143	71
1982	272,360,	27,966,	11.96	12,907	26,293,	13,912,	—	493,	2,210,	23,054,	3,117	194	84
1983	316,200,	29,108,	10.45	12,915	27,557,	15,183,	—	549,	2,027,	25,519,	3,239	197	75

Report of the Provincial Auditor's Office

We have examined the financial statements, being Exhibits A and B and Schedules 1 and 2, of the Teachers' Retirement Allowances Fund for the fiscal year ended December 31, 1983. Our examination was made in accordance with generally accepted auditing standards, and accordingly included such tests and other procedures as we considered necessary in the circumstances.

In our opinion, these financial statements present fairly the financial position of the fund as at December 31, 1983 and the results of its operations for the year then ended in accordance with the accounting policies stated in note 1 to the financial statements applied on a basis consistent with that of the preceding year.

W.K. Ziprick, C.A.,
Provincial Auditor.

June 8, 1984,
Winnipeg, Manitoba.

Balance Sheet

Exhibit A

as at December 31, 1983 (with 1982 figures for comparison)

Assets

	1983	1982
Investments, Schedule 1	$308,703,266	$264,917,163
Unamortized net adjustment to book value of securities sold before maturity	139,072	183,374
Accrued interest on investments	4,557,430	4,099,256
Investment income receivable	348,765	356,412
Balance of teacher and school division contributions owing by school divisions	2,105,519	2,217,549
Cash on hand and in bank	345,823	586,083
	$316,199,875	$272,359,837
Liabilities		
Balance of Province of Manitoba Account	$ (98,542)	$ (34,084)
Benefit Reserves, Exhibit B:		
Reserves for teachers' share of benefits:		
Basic	290,480,506	250,907,449
Pension indexing adjustments	24,567,296	20,414,385
Reserves for employers' share of benefits:		
Manitoba Teachers' Society	872,380	757,471
Manitoba Association of School Trustees	77,587	59,220
	315,997,769	272,138,525
Reserve for Fund's share of employees' pension benefits (Note 1E)	300,648	255,396
	$316,199,875	$272,359,837

The Teachers' Retirement Allowances Fund

Statement of Changes in Benefit Reserves for the year ended December 31, 1983 (with 1982 figures for comparison)

Exhibit B

	1983					1982
	Reserve for Teachers' Share of Benefits		Reverse for Employers' Share of Benefits			
	Basic	Pension Indexing Adjustments	Manitoba Teachers' Society	Manitoba Association of School Trustees	Total	Total
Additions:						
Contributions:						
Teachers	$ 23,236,931	$ 4,320,344	$ —	$ —	$ 27,557,275	$26,293,466
Province of Manitoba						
Share of benefits charged	13,429,590	—	—	—	13,429,590	12,156,965
Re: Actuarial liability created by 1970 and 1973 amendments	1,613,300	—	—	—	1,613,300	1,613,300
Prior rural service of certain retired Winnipeg teachers	140,485	—	—	—	140,485	141,810
Manitoba Teachers' Society	—	—	59,362	—	59,362	69,960
Manitoba Association of School Trustees	—	—	—	11,113	11,113	6,564
Others — Transfers under reciprocal agreements	706,167	—	—	—	706,167	616,180
Total contributions	39,126,473	4,320,344	59,362	11,113	43,517,292	40,898,245
Investment Income, Schedule 2 (Note 1)	26,297,515	2,722,168	81,126	7,254	29,108,063	27,965,518
Total additions	65,423,988	7,042,512	140,488	18,367	72,625,355	68,863,763
Deductions:						
Pensions paid	22,604,223	2,889,601	25,579	—	25,519,403	23,053,523
Contributions refunded	2,027,408	—	—	—	2,027,408	2,210,054
Transfers under reciprocal agreements	669,885	—	—	—	669,885	693,326
Administrative expenses	549,415	—	—	—	549,415	492,808
Total deductions	25,850,931	2,889,601	25,579	—	28,766,111	26,449,711
Net increase for year	39,573,057	4,152,911	114,909	18,367	43,859,244	42,414,052
Balance at beginning of year	250,907,449	20,414,385	757,471	59,220	272,138,525	229,724,473
Balance at end of year, Exhibit A	$290,480,506	$24,567,296	$872,380	$77,587	$315,997,769	$272,138,52

Summary of Investments

Schedule 1

as at December 31, 1983

	Par Value	Book Value
Fixed income investments:		
Bonds and debentures issued by, or guaranteed by, the following:		
Canada	$ 15,334,000	$ 15,105,137
Province of Alberta	165,000	164,640
Province of British Columbia	337,000	334,530
Province of Manitoba	26,295,000	26,269,171
Province of New Brunswick	965,000	961,063
Province of Newfoundland	1,150,000	1,143,280
Province of Nova Scotia	285,000	282,837
Province of Ontario	1,575,000	1,569,926
Province of Prince Edward Island	790,000	781,760
Province of Quebec	1,160,000	1,155,548
Province of Saskatchewan	350,000	348,145
Hospital districts	4,628,000	4,595,529
Municipal corporations	9,929,859	9,885,648
School districts and divisions	138,000	137,226
Corporations	42,204,494	40,764,229
Managed Bond Fund	10,000,000	10,000,000
	$115,306,353	$113,498,669
Mortgages:		
Insured:		
National Housing Act (Canada)	61,585,919	60,768,906
Other	11,978,238	11,843,086
Uninsured	15,852,591	15,835,208
	$ 89,416,748	
Short Term Notes	$ 44,400,000	44,400,000
Total fixed income investments at amortized cost		246,345,869
Less: Provision for losses		693,167
Net fixed income investments		245,652,702
Equity investments:		
Mortgage investment corporation shares		2,612,022
Canadian Commercial Bank shares		5,988,000
Direct natural resources:		
Shares		1,000,100
Investment in subsidiary (Note 3)		1,194,424
Venture Capital investments		3,446,667
Total equity investments, at cost		14,241,213
Real estate equity investments:		
Common shares		23,718,689
Participating bonds		28,371,662
Qualifying shares		10,000
Total real estate equity investments, at appraised values		52,100,351
Less: Provision for decline in appraised values		3,291,000
Net real estate equity investments		48,809,351
Total investments, Exhibit A		$308,703,266

Summary of Investment Income

Schedule 2

for the year ended December 31, 1983 (with 1982 figures for comparison)

	1983	1982
Fixed income investments:		
Interest	$25,731,827	$24,509,130
Amortization of discounts and premiums	302,160	246,424
	26,033,987	24,755,554
Less: Provision for capital losses on fixed income investments	475,290	413,310
	25,558,697	24,342,244
Equity investments:		
Dividends	240,990	236,976
Real estate equity investments:		
Interest and dividends	2,997,858	3,150,621
Adjustments due to change in book value of investments	341,166	261,656
	3,339,024	3,412,277
Total investment income	29,138,711	27,991,497
Less: Allocated to Reserve for Fund's share of employees' pension benefits	30,648	25,979
Net investment income, Exhibit B	$29,108,063	$27,965,518

Notes to the Financial Statements

for the year ended December 31, 1983

1. **Significant Accounting Policies:**

   The significant accounting policies are summarized below:

   A) The fund follows the accrual basis of accounting in all cases where the amount of the accrual is material, specifically teacher contributions and fixed investment income.

   B) The investment income measurement policies consist of:

      i) Fixed income investments:

      Income on fixed income investments includes the net effect of amortization of discounts and premiums on securities held as well as amortization of book losses on bonds sold before maturity in order to acquire other securities for an increase in net yield.

      One quarter of one percent of the weighted average monthly book value during the year of fixed income investments, excluding short-term notes, is allocated to a provision for capital losses and any actual losses realized are charged against the provision.

      ii) Equity investments:

      Where valuation information is available, which is considered by the Investment Committee to be reliable, equity investments are adjusted to reflect the change in their values. One half of any unrealized appreciation is taken into income in the year and the balance is credited to the provision for valuation declines. In any year that the valuations decrease, the whole of the decrease is charged to the provision. When an investment is sold, the balance in the provision pertaining to the investment sold is transferred to income. At the end of 1982 and 1983, no valuation information was available in respect of equity investments held that was considered by the Investment Committee to be sufficiently reliable to justify adjustments to recorded values.

      iii) Real estate equity investments:

      The same income measurement policy that applies to the fund's other equity investments has been adopted for real estate equity investments. The board has recognized appraised values of the underlying properties on real estate investments for purposes of this policy. Appraisals are done by management and test verified by independent appraisers at September 30 in each year. The fund's share of the appraisal surplus on that date is reflected in the accounts. Transactions recorded as a result of this policy were as follows:

		Added to	
	Appraisal Surplus	Investment Income	Provision for Market Declines
As at December 31, 1980	$ 6,749,000	$3,374,000	$3,375,000
Year ended December 31, 1981	7,688,000	3,844,000	3,844,000
Year ended December 31, 1982	(1,754,000)	—	(1,754,000)
Year ended December 31, 1983	(2,174,000)	—	(2,174,000)
Balances, December 31, 1983	10,509,000		$3,291,000
Real estate investments, cost	41,591,351		
Real estate investments, appraised value	$52,100,351		

   C) Pension Indexing Adjustment Reserve:

   An allocation of teachers' contributions is made in accordance with the Act to the reserve. Interest is allocated to the reserve on the basis of the average rate earned by the fund on total new fixed income investments made since establishment of the reserve.

Cost of living pension adjustment payments are calculated effective July 1 in each year and are based on the lesser of the increase in the Canadian Consumer Price Index for the preceding calendar year, or the amount, determined by an actuarial review, that could be paid without resulting in an unfunded liability in the reserve.

D) The financial statements do not reflect the financial position of the fund on an actuarial valuation basis. In accordance with the Act, an actuarial valuation and report is required every three years. In his most recent actuarial report on The Teachers' Retirement Allowances Fund as at January 1st, 1981, the actuary stated that the financial position of the fund had improved during the period covered by his review. As a result of the limited utilization of the Province of Manitoba rate of return guarantee the fund was in a sound financial position as of the valuation date.

E) Reserve for Fund's Share of Employees' Pension Benefits:

The fund is liable for payment of one half of the pensions paid to its retired employees. Based on an actuarial report as at December 31, 1980, a portion of the fund was allocated to provide for the fund's accrued actuarial liability in this regard. The report provided a method of allocating further funds to the Reserve each year to recognize the annual increases in this liability. Transactions affecting the Reserve in 1983 and 1982 were as follows:

	1983	1982
Balance, beginning of year	$255,396	$216,492
Interest allocated from investment income	30,648	25,979
Required employer contribution charged to administrative expenses	17,296	15,388
	303,340	257,859
Less: Fund's share of pension payments	2,692	2,463
Balance, end of year	$300,648	$255,396

2. Guarantee by the Province:

Under the Act, the Province of Manitoba guarantees that a certain rate of return which varies based on actuarial assumptions, will be earned on the assets of the fund. Any deficiency in annual earnings is made up by the province; however, no payments have been required since 1975.

3. Investment in Subsidiary:

The Teachers' Retirement Resources Investment Corporation of Manitoba Inc., a wholly owned subsidiary of the fund, was incorporated on July 13, 1983 for the purpose of participating in the energy resource sector on behalf of the fund.

The fund's investments shown in Schedule 1 include $1,194,324 recoverable advances provided by the fund to the corporation and an amount of $100 representing the capital stock issued by the corporation. Net income resulting from the corporation's operations is paid over to the fund as a return on its investment. Proceeds from realization by the corporation of its capital investments financed from advances is paid over to the fund and applied against the advances.

4. Effect of Legislative Changes:

Amendments made to The Pension Benefits Act during 1983 require changes consisting of earlier protection of pension rights, enhanced survivor benefit provisions, and other changes to be made to pension funds progressively commencing with 1984 to 1990. The actuary has made several preliminary estimates of the cost of implementing the above-mentioned changes which indicate a potential significant increase in the actuarial liabilities as at December 31, 1983. An actuarial report as at January 1, 1984 is currently being prepared to establish the fund's overall actuarial position. A submission has also been made requesting that the fund be exempted from certain requirements of The Pension Benefits Act on the basis that these provisions are not in the long term best interests of the members. If the request is approved, the cost of implementing the remaining changes will be substantially reduced.

Appendix

TABLE 1

Vocational Industrial and Vocational Occupation Enrolment 1983-84

Agriculture	32
Air Conditioning and Refrigeration	30
Auto Body Repair	455
Broadcasting	81
Building Construction:	
Carpentry	553
Piping Trades	30
Commercial Food Services	379
Commercial Baking	113
Cosmetology	574
Custodial Services	32
Data Processing	73
Dental Assisting	0
Dental Technology	46
Electricity/Electronics	508
Family & Community Services	169
Fashion Technology	0
General Metals:	
Machine Shop	73
Sheet Metal	126
Welding	250
Horticulture	27
Industrial Design:	45
Commercial Art	327
Drafting	185
Graphic Arts	225
Photography	267
Institutional Services	33
Jewellery Arts	24
Landscaping	0
Laundry and Drycleaning	22
Mineral Science	32
Performing Arts	0
Plastics	29
Power Mechanics	1,023
Metals & Aerospace	34
Resource & Environmental Management	9
Painting and Decorating	32
Total	5,838

TABLE 2

Correspondence School Statistics 1983-84

		(over last year)
Number of Student Registrations	8,616	2.6% increase
Number of Subject Registrations	11,101	2.3% increase
School Students	5,645	2.6% increase
Home Study Students	2,971	2.6% increase

TABLE 3

Enrolment in Correspondence Courses Grades I - VIII, By Subject for the School Year 1983-84

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Language Arts	10	6	4	4	5	6	20	25
Mathematics	10	6	7	5	6	7	24	39
Social Studies	10	5	5	4	4	6	13	14
Science	10	6	5	4	4	6	14	16
Art	9	5	4	4	4	6	6	9
German							5	20
French							113	39
Ukrainian								17

Enrolment in Correspondence Courses Grades IX - XII, By Subject for the School Year 1983-84

	Grade 9	Level I	Level II	Level III
English 9	114			
Social Studies 9	55			
Mathematics 9	137			
Science 9	58			
Art 9	32			
Home Economics 9	12			
Exploration of Business 9	44			
Latin 9	21			
Ukrainian 9	10			
French 9	46			
German 9	24			
English 100		83		
English 101		166		
American History 100		174		
Mathematics 100		174		
Mathematics 101		319		
Geography 100		91		
Geography 101		144		
Science 100		68		
Science 101		120		
General Business 101		372		
Typewriting 102		138		
Dactylographie 102		4		
Home Economics		84		
Power Mechanics 101		420		
Drafting 101		90		
Agriculture 105		689		
Art 101		140		
Latin 100		7		
Ukrainian 100		28		
German 100		42		
French 100		104		
Français 101		31		
Spanish 100		47		
Retailing 102		63		
English 200			104	
English 201			115	
Canadian History 200			129	

Grade 9	Level I	Level II	Level III
Mathematics 200		185	
Mathematics 201		225	
Biology 200 — THE CELL		68	
Biology 201		69	
Physical Science 201		76	
Physics 200		177	
Chemistry 200		130	
Geography 200		69	
Business Principles 201		207	
Accounting 202		419	
Shorthand and Transcription 202		36	
Typewriting 202		98	
Dactylographie 202		2	
Ukrainian 200		10	
German 200		17	
French 200		55	
Français 201		9	
Histoire du Canada 200		9	
History 201		232	
English 300			180
English 301			185
History 300			140
History 301			48
Mathematics 300			417
Mathematics 301			182
Topics in Mathematics 305			117
Statistics and Probability 305			112
Geography 300			165
Biology 300 — Genetics and Evolution			83
— Anatomy and Physiology			119
— Biochemistry			45
Biology 301			48
Physical Science			29
Physics 300			200
Chemistry 300			165
Anthropology 305			89
Accounting 302			125
Canadian Law 302			170
Economics 301			105
French 300			51
Ukrainian 300			8
Français 301			9
German 300			21
Typewriting 302			46

TABLE 4

Statistics for Teacher Certification

Summary of Certificates issued January 1, 1984 - December 31, 1984

Certificates issued to students successfully completing a teacher education program at the University of Manitoba in 1984	280
Certificates issued to students successfully completing a teacher education program at the University of Winnipeg in 1984	109
Certificates issued to students successfully completing a teacher education program at the Institut pedagogique, St. Boniface in 1984	41
Certificates issued to students successfully completing a teacher education program at Brandon University in 1984	108
Regular students 81 P.E.N.T. 11 Project 16	
Certificates issued to students successfully completing a teacher education program at Red River Community College in 1984	40
Vocational Industrial 21	
Industrial Arts 11	
Business Education 8	
Professional Certificates	614
Principal's — Valid in any School	55
Principal's — Valid in Elementary or Junior High	6
Special Certificates in Physical Education (6), Music (2), English (0)	20
First Class Certificates — P1A2	5
First Class Certificates — P1A3	8
First Class Certificates — P1A4	2
Special Vocational Industrial Certificates	33
Special Industrial Arts Certificates	4
Special Business Education Certificates	7
Certificates issued to teachers transferring their credentials from centers outside of Manitoba	221
Certificates re-issued to teachers who have received additional degrees or have lost their certificates	231
Certificates issued to teachers who have changed their names	284
Certificates that have been extended	245
School Clinicians	
Psychologists 10 Reading 2	
Speech & Hearing 8 Social Workers 2	22
Special Education Diplomas	113
TOTAL	2,448
Letters of Eligibility issued to teachers who have had their credentials assessed for certification purposes but, in turn, did not obtain a teaching position and were not issued a teaching certificate	148

Statistics Relating to the Activities of the Teacher Certification Office

Statements of Professional Standing for teachers leaving Manitoba	317
Statements of Normal School Training	85
Statement of Teaching Experience	33
Miscellaneous Statements (Summer School, Special Education)	1
Changes in classification resulting from university studies	833
Verification of classification to employers	2,766

Teacher Placement

Permits and Letters of Authority in the year indicated.

Permits	**1982-83**	**1983-84**	**1984-85**
Elementary	7	8	1
Secondary	10	7	8
Substitute teachers	40	65	16
Teachers in Private Schools under Shared Services Agreement	10	11	11
Letters of Authority			
Qualified teachers above entitlement	2	3	11
School Psychologists	—	1	1
Teachers in Private Schools under Shared Services Agreement	1	3	1
Teachers who have completed half the requirements for certification	17	12	56

TABLE 5

Statistics for Student Academic Records

Academic Transcripts Issued

1984

Jan.	Feb.	March	April	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	TOTAL
54	54	67	70	57	52	112	117	44	52	48	40	767

General Educational Development Transcripts Issued

1984

Jan.	Feb.	March	April	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	TOTAL
19	13	12	20	14	7	14	10	10	11	15	11	156

Academic Appraisals Completed for Employment

1984

Jan.	Feb.	March	April	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	TOTAL
7	15	9	15	10	12	7	13	5	3	19	4	119

Academic Appraisals Requested by Educational Authorities, Business/Industry, Parents and CEUC

1984

Jan.	Feb.	March	April	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	TOTAL
16	6	16	8	13	6	6	17	24	9	4	5	129

Student Records — School Access Inquiries

1984

Jan.	Feb.	March	April	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	TOTAL
11	12	3	5	4	3	2	6	10	11	3	1	71

Origin of Academic Appraisals

CANADIAN PROVINCES:

Alberta	3	Quebec	8
British Columbia	1	Newfoundland	1
Ontario	6		
		Canadian Subtotal:	19

OTHERS:

Chile	3	Philippines	30
China	1	Poland	6
Czechoslovakia	2	R.R.C.C.	1
East Africa	2	Rumania	2
England	4	Scotland	1
Ethiopia	4	Sweden	1
France	2	U.S.S.R.	1
Germany	2	U.S.A.	5
Guyana	2	Vietnam	1
India	18	West Africa	1
Indonesia	1	West Indies	1
Netherlands	1	Yugoslavia	1
Pakistan	5	Uganda	2
		Other Subtotal	100
		TOTAL:	119

TABLE 6

General Educational Development Tests

Permanent records, statements of standing and certificates of high school equivalency were prepared as indicated below:

	March 1984	June 1984	Sept. 1984	Dec. 1984	Special Sittings	Total 1984
Number Written	461	438	296	440	12	1,647
Equivalency Certificate Achieved						
Grade 12	309	253	184	298	8	1,052
Grade 11	32	28	23	30	1	114
Grade 10	26	25	14	15	0	80
Total	367	306	221	343	9	1,246
No Equivalency Achieved						
Scores below minimum required	34	44	28	35	1	142
Did note write complete battery	8	15	5	7	0	35
Total	42	59	33	42	1	177
Rewrites						
Certificates Achieved						
Grade 12	27	37	19	25	2	110
Grade 11	5	6	5	7	0	23
Grade 10	4	7	3	4	0	18
Total	36	50	27	36	2	151
No Change in Equivalency	16	23	15	19	0	73
Total Rewrites	52	73	42	55	2	224

The Correspondence School also issued a total of 21 duplicate GED Certificates during 1984.

TABLE 7

Academic Awards and Medals Distributed

Governor-General's Bronze Medals — 1983

In 1983, 69 Governor-General's Bronze Medals were awarded to students in Manitoba. The awards were distributed to the following students enrolled in the schools listed:

Name	School
Adrian, Allen David	Swan Valley Regional Secondary School
Attawar, Dhiwya Suphal	John Taylor Collegiate
Basaraba, Margaret Rose	Winnipegosis Collegiate
Belluk, Bradley	Elmwood High School
Berting, Gary Michael	Maples Collegiate
Bjornson, Judith Allison	Gimli Composite High School
Blight, Kelly Margaret	Arthur Meighen High School
Cefali, Joanna	J.H. Bruns Collegiate
Cliplef, David John	Crocus Plains Regional Secondary School
Cullen, Sharon Leone	Wawanesa School
Dhillon, Jaswinder	St. James Collegiate
Douglas, Heather Rae	Hartney Collegiate
Dupuis, Kim	Gordon Bell High School
Durcan, Liam	Windsor Park Collegiate
DuVal, Margot Alexandra	Kelvin High School
Enns, Neil Cornilious F.	Daniel McIntyre High School
Fernandez, Maria	Nelson McIntyre Collegiate
Flatt, Bruce	Grant Park High School
Fleury, Philip	St. Paul's High School
Forsyth, Bradley Stewart	Silver Heights Collegiate
Fouad, Amira	Margaret Barbour Collegiate
Gaudry, Janine	St. Laurent Collegiate
Grouetti, Donna	Murdoch MacKay Collegiate
Harms, Astrid	Whitemouth School
Harwood-Jones, Christopher	Westwood Collegiate
Hawthorne, Christopher James	Churchill High School
Holtman, Catherine Ruth	Warren Collegiate
Hutchinson, Leslie	Dakota Collegiate
Hyrsak, Calla Leanne	Neelin High School
Jha, Reena	Shaftesbury High School
Kopetsky, Darren	Major Pratt School
Kujanpaa, Robert John	Rorketon School
Kyle, Brenda Lee	Elkhorn School
Lee, Minnie Wah	St. John's High School
Lopez, Isabel	Dauphin Regional Secondary School
Lortie, Charles Frederic	William Morton
Loucks, Dawn Marie	Neepawa Area Collegiate
Luke, Allison Marie	St. Rose Collegiate
Maksymetz, Charlotte	Gilbert Plains
Martin, Elizabeth M.	Glenlawn Collegiate
McKietiuk, Lori Michele	Rossburn Collegiate
McMahon, Laverne	Teulon Collegiate
Mezino, Wendy	Sisler High School
Muheim, Danniella Mellissa	Lord Selkirk Regional Secondary School
Nickel, Sharon	West Kildonan Collegiate
Ouelette, Guy	College Louis Riel
Penner, Layna Ruth	Springfield Collegiate
Pierce, Blake Wesley	Vincent Massey Collegiate
Poppe, Nancy	Carman Collegiate
Putaro, Anne Shirley	Sturgeon Creek Regional Secondary School
Reimer, Melanie J.	Virden Collegiate

Robinson, David Bruce	Transcona Collegiate
Rudick, Lisa Marie	Oak Park High School
Sawatzky, Sharon	Steinbach Regional Secondary School
Schultz, Kenneth James	River East Collegiate
Shirriff, Kenneth William	Portage Collegiate
Sliworsky, Denise	Hapnot Collegiate
Smelsky, Charlene	Garden City Collegiate
Smith, Tamara Leigh	Vincent Massey High School
Struc, Lori-Ann	Winnipeg Technical Vocational High School
Tataryn, Sandra	Miles Macdonell Collegiate
Tycholis, Bobby	Ethelbert School
Vaughan, Daphne	McCreary Collegiate
Walker, Janet	Reston Collegiate
Wiebe, David Glenn	Stonewall Collegiate
Wiebe, Sharon Elaine	Kelwood School
Wilson, Tannis Laurie	Grandview School
Wong, Linda	Kildonan East Regional Secondary School
Yuen, Stanley Louis	Souris School

Manitoba Government Book Awards — 1983

Name	University	Course
Shea, Janetta M.	Brandon University	Education I
Moshenko, Kimberly C.	Brandon University	Education I
Fawcett, Howard K.	Brandon University	Bachelor of Education
Carr, Fern Gail	College de St-Boniface	Certificate in Education (Elementary)
Holmes, Catherine Eleanor	College de St-Boniface	Certificate in Education (Secondary)
Stockford, Wanda Jean	University of Manitoba	Certificate in Education (Secondary)
Masi, Felice	University of Manitoba	Certificate in Education (Elementary)

TABLE 8

Student Enrolment by Grades

Year	Special Education	N	K	1	2	3	4	5	6	7	8	9	10	11	12	
1970	3,598	628	15,019	20,921	20,689	20,124	20,203	19,665		19,447	19,205	18,792	18,460	16,361	14,483	247,504
1971	3,485	709	14,912	19,574	20,023	19,818	19,736	19,984	19,603	20,260	18,921	19,148	18,084	16,483	14,827	245,567
1972	3,219	692	14,180	18,295	18,590	19,269	19,455	19,405	19,863	20,154	19,341	18,585	18,226	16,024	14,410	239,708
1973	2,980	777	14,664	17,044	17,325	18,261	18,959	19,318	19,121	20,386	19,451	18,884	17,391	16,143	13,865	234,569
1974	2,855	960	15,003	17,304	16,361	16,842	18,079	18,789	19,124	19,903	19,569	18,738	17,499	15,666	13,655	230,347
1975	2,847	1,043	15,651	17,691	16,291	15,909	16,602	17,997	18,688	19,842	19,287	18,929	18,016	15,955	13,629	228,377
1976	3,220	1,360	15,508	17,815	16,699	15,905	15,888	16,525	17,804	19,094	19,161	18,457	18,252	16,157	13,928	225,773
1977	2,857	1,496	14,990	17,559	16,840	16,249	15,648	15,735	16,258	18,344	18,501	18,456	18,185	16,275	14,010	221,403
1978	2,845	1,677	14,632	16,639	16,423	16,351	15,804	15,392	15,355	16,703	17,698	18,017	17,757	16,012	14,356	215,661
1979	2,857	1,639	14,594	15,873	15,470	16,043	15,924	15,414	15,080	15,686	16,060	16,947	17,221	15,739	14,223	208,770
1980	3,080	1,769	14,374	15,970	15,052	15,094	15,643	15,633	15,159	15,386	15,223	15,474	16,696	15,552	14,299	204,404
1981	2,981	1,689	13,972	15,887	15,174	14,861	14,879	15,394	15,493	15,479	14,809	14,643	15,568	15,271	14,561	200,661
1982	3,111	1,780	13,915	15,399	15,198	14,962	14,787	14,967	15,295	16,093	15,135	14,799	15,400	14,275	15,405	200,521
1983	3,159	1,868	13,985	15,175	14,742	14,946	14,848	14,678	14,837	15,796	15,614	15,166	15,288	14,312	15,329	199,743
1984	2,936	1,962	14,272	15,183	14,457	14,576	14,884	14,812	14,666	15,354	15,452	15,735	15,746	14,328	15,111	199,474

These figures are compiled at September 30th of each year.

TABLE 9

School Divisions
Comparative Statement of Revenue and Expenditure

	1980	1981	1982	1983	1984
Revenue					
Provincial Government	$258,999,059	$428,537,306	$487,706,115	$500,604,801	$515,650,510
Federal Government	2,207,640	2,722,634	8,110,964	11,663,657	11,355,063
Municipal Government	215,290,679	102,882,653	120,050,256	123,588,536	136,744,264
Other School Divisions	5,530,006	4,293,866	5,204,560	6,393,872	3,878,905
Other Sources	9,187,597	11,397,811	14,060,045		
Opted Out Indian Bands				6,430,013	6,681,888
Private Organizations and Individuals				8,948,542	7,845,598
Total	$491,214,981	$549,834,270	$635,131,940	$657,629,421	$682,156,228
Expenditure					
Administration — General	$ 21,611,813	$ 22,123,188	$ 21,543,273		
Administration — Instruction	26,388,968	25,036,328	29,608,885		
Instruction	305,695,021	352,009,037	411,987,933		
Plant Operation and Maintenance	55,981,905	62,338,843	72,784,389		
Transportation of Pupils	21,955,287	25,280,313	29,327,772		
Other Services	9,163,030	10,875,363	12,389,462		
Salaries				$512,781,004	$534,875,845
Employee Benefits				22,501,769	24,297,102
Services				52,400,074	55,211,247
Supplies and Materials				42,030,264	47,804,239
Capital: Debt Servicing	30,977,834	31,651,192	33,130,759	2,409,712	6,535,149
School Buses	2,899,012	5,372,854	5,244,150		
Other	8,162,907	8,846,214	10,129,762		
Transfers	6,752,281	4,107,168	5,055,010	17,890,412	22,587,187
Total	$489,588,058	$547,640,500	$631,201,395	$650,013,235	$691,310,769
Excess (Deficiency)	$ 1,626,923	$ 2,193,770	$ 3,930,545	$ 7,616,186	$ (9,154,541)

Due to a change in reporting, 8 Non-FRAME divisions have been restated in the FRAME format. The remaining 46 divisions were already in the FRAME format. 1984 based on budgets.

TABLE 10

Manitoba Student Aid Branch Loans and Bursaries

(as at December 28, 1984)

	Number Applied		Number Awarded				Amount Awarded	
	Number Applied	Number Processed	Bursary Only	Loan Only	Bursary And Loan	Total	Bursary ($000)	Loan ($000)
A. Secondary								
Regular	5,410	4,124	4,027	—	—	4,027	1,326.7	—
Adult	659	577	552	—	—	552	272.8	—
Frontier	222	206	206	—	—	206	79.0	—
Sub-Total — Secondary	6,291	4,907	4,785	—	—	4,785	1,678.5	—
B. Post-Secondary								
University of Manitoba	4,460	4,314	—	3,754	326	4,080	290.4	12,141.2
University of Winnipeg	1,320	1,256	—	1,080	138	1,218	161.3	3,617.4
Brandon University	884	839	—	751	63	814	35.8	2,449.2
Red River Community College	1,790	1,715	73	1,346	146	1,565	195.2	5,051.9
Assiniboine Community College	430	412	13	353	15	381	25.3	1,206.3
Other — In-Province	1,520	1,460	8	1,184	199	1,391	308.3	5,102.7
Out-Of-Province	1,430	1,320	—	1,177	74	1,251	99.6	4,199.6
Sub-Total — Post-Secondary	11,834	11,316	94	9,645	961	10,700	1,115.9	33,768.3[1]
C. Special Programs[2]								
SOSAR[3]	180	180	9	1	161	171	24.1	341.2
Teacher Training and Handicapped	67	67	67	—	—	67	111.8	—
Special Opportunity Loan	11	11	—	11	—	11	—	32.3
Manitoba Government Grant	19	19	19	—	—	19	32.0	—
Manitoba Government Loan	3	3	—	3	—	3	—	4.5
Dental Therapy[4]	15	15	—	15	—	15	90.0	—
Native Bursaries								
Secondary — Metis/Non-Status	1,052	947	921	—	—	921	381.2	—
— Status	451	406	398	—	—	398	175.7	—
Prince of Wales/Princess Ann — Status	192	192	192	—	—	192	36.2	—
— Metis/Non-Status	457	345	345	—	—	345	75.4	—
Sub-Total — Native	2,152	1,890	1,856	—	—	1,856	668.5	—
Sub-Total — Special Programs	2,447	2,185	1,951	30	161	2,142	926.4	378.0
GRAND TOTAL	20,572	18,408	6,830	9,675	1,122	17,627	3,720.8	34,146.3

1. Of the $33,768.3 loan awarded to post-secondary students, $847.9 is Manitoba Government loan rebate. Therefore, the actual amounts awarded to post-secondary students are $1,963.8 in bursary and $32,920.4 in loan.
2. These students (except SOSAR) are eligible for regular secondary or post-secondary assistance in addition to special awards. The number of individuals who applied is 18,897.
3. Special opportunity bursary for social allowance recipients. Of the $341.2 loan awarded, $323.3 is Manitoba Government loan rebate which alleviates the debt-load for high needs applicants.
4. The Student Aid Branch administers the issuance of the Dental Therapist awards, but is reimbursed by the Dept. of Health for the expenditure.

TABLE 11

Manitoba Community Colleges Student Enrolment

	Jan. 1/83-Dec. 31/83 (r)	Jan. 1/84-Dec. 31/84 (p)
ASSINIBOINE COMMUNITY COLLEGE:		
Regular Day Courses		
— Applied Arts	21	32
— Business and Administrative Studies	266	277
— Health and Personal Services	109	133
— Industrial and Technology	413	446
Sub-Total (Regular Day)	809	888
Adult Basic Education Courses	787	878
Evening Courses	2,143	1,648
Other		
— Agricultural Training	1,010	276
— Apprenticeship Courses	434	454
— Special, Short, Refresher, and Completer Courses	170	191
— Management Development and Training-in-Industry	101	36
Sub-Total (Other)	1,715	957
Total — Assiniboine Community College	5,454	4,371
KEEWATIN COMMUNITY COLLEGE:		
Regular Day Courses		
— Applied Arts	27	21
— Business and Administrative Studies	86	125
— Health and Personal Services	67	63
— Industrial and Technology	172	214
Sub-Total (Regular Day)	352	423
Adult Basic Education Courses	350	454
Evening Courses	1,229	1,128
Other		
— Apprenticeship Courses	380	270
— Special, Short, Refresher, and Completer Courses	40	91
Sub-Total (Other)	420	361
Total — Keewatin Community College	2,351	2,366
RED RIVER COMMUNITY COLLEGE:		
Regular Day Courses		
— Applied Arts	424	415
— Business and Administrative Studies	1,911	1,698
— Health and Personal Services	664	665
— Industrial and Technology	2,089	1,935
— Teacher Education	117	107
Sub-Total (Regular Day)	5,205	4,820
Adult Basic Education Courses	1,555	1,690
Evening Courses	16,821	15,213

Manitoba Community Colleges Student Enrolment (continued)

	Jan. 1/83- Dec. 31/83 (r)	Jan. 1/84- Dec. 31/84 (p)
Other		
— Apprenticeship Courses	1,493	1,390
— Correspondence Courses	250	271
— Special, Short, Refresher, and Completer Courses	1,014	964
— Management Development and Training-in-Industry	32	16
— Teacher Education — Summer Courses	228	268
— Evening Courses	74	0
Sub-Total (Other)	3,091	2,909
Total — Red River Community College	26,672	24,632
PROVINCIAL SUMMARY — ALL COLLEGES:		
Regular Day Courses		
— Applied Arts	472	468
— Business and Administrative Studies	2,263	2,100
— Health and Personal Services	840	861
— Industrial and Technology	2,674	2,595
— Teacher Education	117	107
Sub-Total (Regular Day)	6,366	6,131
Adult Basic Education Courses	2,692	3,022
Evening Courses	20,193	17,989
Other		
— Agricultural Training	1,010	276
— Apprenticeship Courses	2,307	2,114
— Correspondence Courses	250	271
— Special, Short, Refresher, and Completer Courses	1,224	1,246
— Management Development and Training-in-Industry	133	52
— Teacher Education — Summer Courses	228	268
— Evening Courses	74	0
Sub-Total (Other)	5,226	4,227
Provincial Total — All Colleges	34,477	31,369

(r) indicates revised enrolment data for the calendar year 1983
(p) indicates preliminary enrolment data for the calendar year 1984